

# THE SCHOOL JOURNAL.

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## The School Journal.

A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

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New York, May 19, 1883

## THE Scholar's Companion FOR MAY

Contains a great variety of articles for the young people at school or at home. While other juvenile publications make a loud noise about their wonderful attractions, the COMPANION goes on pursuing the even tenor of its way, maintaining its most enviable name for pleasing and instructing, and growing steadily in favor with young readers everywhere. For May the truly companionable little visitor brings, among other good things, "The First Spring Flowers," "The Birthday of Irving," "Funny Men of America," "A Graceful Talker," "A New York Palace," "Kindness to Animals," "Peter Cooper" (with portrait), "What to Do with Photographs," "Jack Abbott's Breakfast," "The New Explosives," "How an Elephant is Subdued," "The Old Red Mill" (illustrated), "The Story of a Little Hero," "Bessy's Life Rope," "Richard Wagner," "The Spider's Bridge," and "Homer." In addition are the well-conducted departments, "The Letter-Box," "The School-Room," and "The Writing Club." The first page presents a large and entertaining illustration of the children in "Mrs. Barstow's School room." The SCHOLAR'S COMPANION has won a recognized high place, and the very reasonable subscription price, 50 cents a year, should serve to increase its already extensive circulation.

THERE is a great temperance movement in progress. The southern negroes are becoming greatly interested in the constitutional amendments prohibiting the sale of whiskey and rum, and the probability is that several of the southern states will pass these amendments. Let the teacher do his part to educate public opinion and help to remove a great obstacle in the way of the spread of education.

A TRAVELER in Sweden noticed the care of neglected children, who are taken from the streets and placed in special schools. He inquired if it was not costly. The reply was, "It would cost far more to let a child grow up in ignorance; he might become a scourge to society; besides he might be miserable and a disgrace. We owe it to him and to ourselves to educate him."

THE first normal institute to be held in New York State, will be in Allegheny Co., under the direction of Commissioner C. W. Wasson; it will continue for three weeks. Let more be inaugurated; these institutes if properly conducted will be a powerful aid to the normal schools. We hope Allegheny County will lay out a course of study for the students to pursue at home. If the teachers will take an interest in these normal institutes they may practically possess the authority to confer certificates.

"He prayeth well who loveth well  
Both man and bird and beast."

This is good theology. Whence comes the desire on the part of children to kill animals and insects? They learn it. Passing a school-house in the suburbs of this city, a gentleman saw the boys with a large rat that had just been killed; they concluded to lay its body on the railroad tracks to be crushed by the car wheels. Then they threw stones at a little dog that ran by. This desire to kill shows that the moral nature is uneducated or miseducated. The desire to kill will not be satisfied with killing flies, birds and squirrels. Teach children to love all of God's creatures.

THE New York State Teachers' Association will meet for its annual sessions at Lake George, on Thursday, July 5, and will close on the following Saturday. Arrangements to meet the varied interests of the association are now nearly completed and there is promise of an interesting and profitable meeting of teachers. The subjects presented will be mostly of a practical nature and practical men and women will deal with them. Railroad fares and hotel rates will be reduced, and the personal comfort of all in attendance has been considered in the arrangements made. Circulars of information will be sent out about June 1.

WHAT is true success? A school trustee complains that teachers in the rural districts tell the boys fabulous stories about A. T. Stewart, Peter Girard, John Jacob Astor, Cornelius Vanderbilt and Jay Gould. They

are informed that these men came to the city each with twenty-five cents in his pocket, that they worked hard and saved money—millions of it. The effect is to turn away the boys from the farms; they are unwilling to work; they dream of fortunes to be made in the city.

It has been customary for school officers as well as casual visitors when called on to address the boys to tell them of some one who has made money. The American ideal of the successful man is of one who makes a good deal of money. It is time for this to be hauled down; let it be told to the boys that an honest industrious man, who loves his God and his neighbor is the successful man.

### PLAIN FACTS.

1. The obstacle to educational progress is that twenty-nine out of thirty teachers are not prepared professionally for their all-important work. 2. There will no more money be spent on normal schools in those states that have normal schools. 3. This condition of things will last forever if the teachers do not rouse from their lethargy and themselves devise a remedy.

Is there a remedy? Yes. The teachers must establish educational schools. In every county let the teachers unite and with the county official establish a normal institute. Divide it into three grades if possible; lay out a course of study for each grade or division. The lowest grade may consist of the inexperienced; when instructed for four weeks give them the third-grade certificate. Those that can stand an examination on the third and second grade studies and have had experience are to have the second grade certificate. And so on for the first grade.

Let the third grade of the institute rank with the fourth grade in the normal school. (Normal schools usually require four terms of attendance) Let the second grade rank with the third of the normal school; the first with the second or next to the highest. Now, then, let the normal schools plan to help all those who have finished the institute, to get over the studies of the last term. (1) To ascertain who they are and invite them to spend a term and get a diploma. (2) To those who cannot stop teaching for this purpose, to offer an examination and give credit for such studies as are understood finally give a diploma.

The effort must be made to bridge over this great chasm—it is in the hands of the teachers.

Stop your croaking—don't tell your pupils how you hate to give lessons and what a burthen they are to you, for the inference is, that you do bad work. A man that hates his work usually does it poorly. The teacher that dislikes to teach, hardly loves his pupils. Such talk is productive of evil results. Not only stop it, but go further and try in every way to be bright, cheerful, accommodating and patient. This is the best way to meet your pupils. This is a sure way of winning their love, and also of awakening in their hearts a love for their own work. No one likes the croaking business man, why should children like a croaking teacher.



THIS addition is made to the list of conductors of Normal Institutes, published in the JOURNAL of May 5th:

J. W. Barker, Buffalo, N. Y.  
B. L. D'ooce, Coldwater, Mich.  
E. E. Ashley, Waterford, N. Y.  
C. E. Allen, Marion, N. Y.  
R. R. Rogers, Jamestown, N. Y.  
J. K. Bucklyn, Mystic Bridge, Conn.  
J. G. Swartz, Lexington, Va.  
Miss Louise Walters, Monticello, Minn.  
J. W. Runce, Fort Branch, Ind.  
Miss A. J. Hardwicke, Carthage, Mo.  
Prof. W. H. Putnam, Kingston, Pa.  
Charles H. Verrill, Franklin, N. Y.  
Miss Ida M. Gardner, 259 Benefit Street, Providence, R. I.  
L. J. Whitney, Clairmont, N. Y.  
Miss Emma L. Cutler, Whippany, N. Y.

#### FRANCIS W. PARKER.

(Continued from last week.)

It is apparent that the new system of teaching destroys the old routine of the schools. All the dry, dusty abstractions of the books are swept away, and in their place the rule of Comenius reigns: "Things that have to be done should be learned by doing them." It follows from all this that teaching by the new method is very exhausting. Every face turned to the teacher is an interrogation point. Every pupil wants to know "you know." The whole class, like Oliver Twist, cries for "more." There is no more rest for the teacher under the new regime than there is for the husbandman who determines to harvest the very best crop of which his farm is susceptible. A student of educational reform thus defines the difference between the old and the new education: "The old system sacrifices the schools to the teachers; the new system sacrifices the teachers to the schools."

#### THE ENGLEWOOD SCHOOL.

A few days ago I spent a day in the Normal School at Englewood. I entered the school building before the hour of assembling, and encountered the usual sounds of bustle, pleasurable excitement, and confusion. In every quarter there were signs of the preparatory state. Hitherto the basement story has been a huge lumber receptacle. Col. Parker has already converted one room into a carpenter shop. Another is set apart for molding, a third is converted into a gymnasium, etc. In the carpenter's shop boys and girls were engaged in making apparatus for the chemical laboratory in the top story. Soon the bell called the pupils to their several rooms and teachers to their stations. During the entire sessions of the day I wandered about from room to room, from class to class, and I never encountered anywhere that lassitude and languor too often found in the school-room. There was wanting that degree of silence which by the old regime of teachers was regarded as the essential condition of receptivity during the process of cramming, but which too often symbolized a state of stupidity in which even cramming was a practical impossibility. Instead of absolute silence there was the subdued hum of activity, the sound of the chalk on the blackboard in the free hand drawing room and in the writing-room, and in the kindergarten-room, where the embryo teachers were practicing the art of object instruction on classes of little children.

Mr. Frye's class in geography was an interesting study. When I entered his room he stood before a large molding board resting at a convenient angle for the observation of pupils. He had moulded a continent in sand and was asking questions from this improvised continent. The mountains and rivers were pointed out and named, and the climate results of its peculiar conformation were explained. Changing the conformation of his continent of sand, moving range of mountains from one side to the other, he demanded to know what would have been the climate effects of such different conformation, etc. The boys and girls were alert and eager, and at every interrogatory hands were raised and answers promptly given. The thing was before

the pupils—actual mountains and rivers and the tortuous lines of the coasts. I could not help recalling to mind the object-teaching of the fond mother of New England who causes the eyes of her little children to open wide with wonder and delight as she draws from the oven cakes in the form of pigs, cows, chickens, and geese. There is as wide a difference between the old system of teaching and the new as there is between bald round cake and a cake in the form of a pig so lifelike that it can almost squeal.

Col. Parker seemed to be endowed with the quality of omnipresence. Now he was in the room of the graduating class giving a lesson in the art of teaching reading; now in the free-hand drawing-room making pertinent suggestions to the teacher; now in the writing-room setting copy on the blackboard, correcting here, commending there. He is making examinations while he goes his rounds. Nothing escapes his practiced eye or eludes the grasp of his trained mind. Every day is examination-day in his school. Every day there is an engagement, a hot one, and some youthful soldier distinguishes himself. There is a boy who is observed to do his work remarkably well. The Colonel approaches him in one of his rounds, puts some questions to him, smiles with approbation at his answers, pats him on the head or shoulder, utters the magic word, and moves on. The boy's face glows, his eyes dilate, he straightens himself up to his full height, and steps off proudly. He has passed an examination, not to-day alone, but every day in the week, for he is constantly under the eye of the master. He has been promoted, as it were, on the field of battle for valiant conduct. Col. Parker is doing, in a word, at Englewood what Mr. Adams says he did at Quincy. And at Englewood he is training teachers who will go forth to spread the new evangel of education.

Two weeks ago I visited St. Louis to inspect the manual-training school and the kindergartens. The party consisted of Col. Parker, Mrs. Parker, late first assistant to Prof. Raymond of the Boston School of Oratory, Miss Patridge, an experienced teacher and lecturer on educational topics, and Judge Kirk Hawes. Col. Parker's purpose in visiting St. Louis was to verify, by a careful inspection of the best kindergartens and the best manual-training school in the country, his opinion already firmly held, that these two methods of training involve the same principle and that that principle is the true science so far as at present developed of education. Under the guidance of Miss Blow, who, although holding no special position, is still, as she has been since the foundation of the Kindergarten branch of public education, its heart and soul. Many of the schools were visited with the greatest possible satisfaction. Col. Parker's extended experience as a teacher, his thorough knowledge of the history of education, his mastery of all the details of its science, and his comprehensive grasp of the whole subject enabled him to make criticisms on some of the methods, which came promptly in the form of suggestions; and these criticisms were so obviously just as to commend themselves to the quick perception and trained intellect of Miss Blow. But there was little call for these criticisms. The kindergarten, so far as it goes, was found to be well nigh perfect. Col. Parker's teaching capabilities, his magnetic qualities, were exhibited upon several occasions in the strongest light. Seated at the head of a kindergarten table, he at once secured rapt attention of the dozen little pupils. His face glowed with kindness, with enthusiasm, and these sentiments were instantly reflected in every little face. He appeared to be playing with the little ones, but he was allowing them to absorb a knowledge of that abstruse subject, mathematics.

From the kindergarten to the manual-training school of Dr. Woodward is but a step, as it were, but in the existing system of education this step bridges a chasm of several years. From the kindergarten the pupil is transferred to the old fashioned primary. From object teaching he is invited to the study of abstractions, from the sunshine and activity of the kindergarten he is transferred to the gloom and precision of automatic work. The

child who has been expanding under natural influences is at once converted into a little machine. The little shoots of thought that were putting forth are nipped by an untimely frost. Some primaries were visited, but they were found to be in all respects the counterparts of other primaries, as like as two peas. We hastened to the manual-training school. Since my last visit the manual-training school has been enlarged, it accommodates 175 pupils. As we passed in review its carpenter's shop, its blacksmith's shop, and its wood and iron turning-shops, Col. Parker's face shone with the keenest delight, he had found the ideal of his thought—the development of mental power through dealing with actualities. The specimen of mechanical drawings were inspected with real astonishment. The perfection to which the pupils attain in this department is almost marvelous. After a few preliminaries the pupils draw from objects entirely. They make their own drawings, and then work from them. During working hours the school appears like a hive of industry, but it is nevertheless a school. Its purpose, mental development, is never lost sight of for a moment. It is a system of object-teaching-teaching through things instead of teaching through signs of things. The pupils draw pictures of things, and then fashion them into things at the forge, the bench, and the trimming lathe—not that they may enter machine shops and with greater facility make similar things, but that they may become stronger men mentally, that they may attain a wider range of mental vision, a more varied power of expression of ideas, and so be better able to grasp the great questions of actual life when they enter upon the stage of practical activity. Of the thirty boys who will graduate from the St. Louis Manual-Training School next June, at least ten will enter upon the higher course of the Washington University. Probably an equal number will enter the field of practical mechanics. The future course of the others is not yet determined. Dr. Woodward will follow all these boys out into the world. He will never lose sight of them, and I predict that their after-career will abundantly demonstrate the superior value of their training. I believe they will prove to be the best equipped class of boys that ever entered the stage of life.

Col. Parker's mission is to bridge the chasm between the kindergarten and the manual-training school. If the principle of the kindergarten system of teaching is correct it certainly ought to be carried into the primary. If it is erroneous it ought to be abolished where it is. The St. Louis public system of education is a solecism. Object-teaching prevails in sixty kindergarten schools, say from 4 to 7 years of age of the children, then it is dropped and the old system of abstractions takes its place, at 14 years of age object-teaching is resumed in a private institution, the manual-training school of Washington University. If the kindergarten and the manual training systems are the true systems of teaching—and they are one in principle—the old primary-school system is as wrong as wrong can be, for this latter system of manual-training is no more to be compared with the former than a pine shanty on the frontier is to be compared in beauty and symmetry to the Parthenon of the Greeks.

Miss EMILY FAITHFULL, the English philanthropist, has been on a tour through this country, and she says as to the condition of American women: "I am satisfied that most of them have a pretty good time of it, but there is much to be done for them yet. I found everywhere a lack of available work for them. There are many, very many, respectable women who want work a little above drudgery and cannot get it. Much has been done for women who have the requisite training and taste by procuring for them employment in decorative lines. The best efforts on behalf of women are in the direction of educational progress, for it is mental culture that must make women independent. Without disparagement of those who are promoting the cause of woman suffrage, I must say that, in my opinion, their energies would be better directed toward helping women to independence by giving them employment."



For the SCHOOL JOURNAL.

## EDUCATION OF THE JUDGMENT.

Prof. Faraday's celebrated lecture on this subject, as long as it is, may be condensed as follows:

The three words *deficiency of judgment* express the great deficiency in the exercise of the mental powers in every direction. Nothing can better supply liabilities to err in judgment than the intimations we derive from our senses. In our perfectly unconscious state we trust to these intimations directly. Men trust the data furnished through the senses without examination and it is not wonderful that they do. There must be education; the mind has to be instructed with regard to the senses and their intimations through every step of life. The senses are not as reliable as we make them; they sometimes fail us because we cannot keep a true remembrance of former impression at other times, the failure is because one impression is overpowered by another. So error results occasionally from believing our senses; it ought to be considered rather an *error of the judgment* than of the sense, for the latter has performed its duty. But we have not had that sufficient instruction by the senses which would justify our making a conclusion. "It is because our procedure was hasty, our data too few, and our judgment untaught, that we fell into mistake; not because the data were wrong."

For the SCHOOL JOURNAL.

## THE PERIODS OF SCHOOL-LIFE.

The most reliable data of mind-science show that children from the third to the thirteenth year pass through well defined mental periods, each of which is characterized by the prominence of certain faculties. The law is something for every earnest teacher to take cognizance of; since the ignoring of it is sure to bring about one of two undesirable results: either the physical injury of the child or the gain of a present advantage at the expense of the future. There are, in other words, various successive conditions of the brain which imperatively demand respect from the teacher. The inference, then, is that the subjects to be acquired at school should not only be taken in a right order, but at the right time. For the better observance of this temporal element in education child life, between the ages mentioned, may be divided into distinct periods and sub-periods.

**I. THE INFANT PERIOD.**—From the third to the seventh year the mind of the child undergoes the phenomena of the first or infant period. Its characteristic is that of brain-development, as it is taken for granted that no brain is complete in all its parts anterior to the seventh year of life. During these four years the mental faculties are putting in their appearances, cropping out one by one like the leaves of a budding rose. In this developing process the senses perform the greater service, though the early-manifested creative power of the child's mind contributes not a little. Between the limits thus fixed there are intermediate stages, depending much on original endowment, but more on the previous surroundings of the children. For practical purposes the period is to be sub-divided into three, under fairly marked conditions, and with distinct aims and employments. Language is taken as the basis of division, because it is at once the expression and the index of mental development; and further, because the possibility and efficiency of teaching depend materially, if not totally, on the power of reply.

**Sub-Period A:** The first sub-period of the infant period begins at the age of three and continues a year and a half; at this age a child may observe, speak and act—to observe means to gather ideas by the senses, to act implies that he can conceive the action to be performed and that he possesses the mastery of the organs by which it is executed; to speak means to retain and recall ideas as well as power over the vocal organs. But language has not yet become a sign; and we must not assume too much from this power of speech. The words spoken are not yet indications of corresponding mental activity. To exact from the child at this

period a full answer may be to demand a greater effort than is involved in recalling ideas. The subjects appropriate for this sub-period are color, form and objects; moral lessons as told in pictures, and letters of the alphabet.

**Sub-Period B:** The second sub-period of the infant period extends to the end of the sixth year. There is now greater activity in the use of the senses; impressions are received; impressions are formed into ideas; there is an aggressive impulse manifested; the *conceptive faculty* begins to be exercised; there are great advances in language; the use and need of words become known to the child; now words as well as things play their part in the mind's operations. Along with all this there is a wonderful growth of lingual capacity, and "Chatter-box" becomes a true description of the little talker.

**Sub-Period C:** The final sub-period of the infant period embraces the seventh year. The child's faculties have now all appeared; object-lessons are not to be abandoned, but must still form an important means in the child's culture. There is for the first time a live consciousness that what is known is incomplete; there is a desire to substitute completeness for incompleteness; the power of discerning relation between things comes into use. With the perception of relations comes a new impetus to lingual improvement. These are the first faint evidences of imagination.

**II. THE JUVENILE PERIOD.**—This period extends from the seventh to the thirteenth year, and is marked by the following characteristics: All the powers of the mind hitherto developed are found in constant activity, with the addition that memory by the aid of language is laying up material, the full value of which belongs to a later time, fancy becomes exercised and grows into healthful imagination. There are distinctly two sub-divisions in this period.

**Sub-Period A:** The time of acquisition, extending to and including the tenth year, is marked by a decided growth of brain and body; growth of brain is found to be essential to the growth of memory. Memorizing is now the timely work; it will be easy enough for the newly made memory both to acquire and retain; language power is greatly increased and the child's vocabulary rapidly enlarges.

**Sub-Period B:** The time of thinking begins at the age of eleven; boys are then frequently discovered in "brown studies," and actually lost in thought. For the first time their thoughts seem to turn inward; they want order and reasons why; they begin to classify and generalize; they have their first practice at deduction and induction; they are little theorists and logicians—in a word, they have begun to think. The teacher must now take cognizance of the change in condition. A higher order of subjects for mental employment is to be supplied.

For the SCHOOL JOURNAL.

## THE POWER OF BOOKS.

In every household are to be found the usual number of books lying 'round, that is, volumes either lately purchased and not yet assigned a place in the library or those which have been taken from the shelves by different members of the family for perusal or consultation and not returned. These books generally take up a temporary abode on the small table, or the mantelpiece, or other convenient receptacle and not infrequently accumulate so that the housekeeper is periodically compelled to have the maid effect a general restoration to the book-case. Now, a word of advice in regard to these books which lie around in a generous but passive accommodation. They are the first books the children alight upon when entering upon their reading age. No one accurately knows, not even the child itself, when this taste for reading first sets in, but when it does come it is not accompanied by either wisdom or discretion and the thing resorted to to satisfy the desire is invariably the first thing the beginner-reader gets his hands on. He or she will be sure to get hold of one or the other of those

volumes lying 'round. What benefits or evils may result from the first two or three books a child reads are inestimable. A bad book under such circumstances can injure or abuse a taste for all one's lifetime, while a good one can actually awaken a refined taste which—perhaps would have slept always. The lesson to be drawn is a forceable one: let parents and the older folks of the household ever have a care of what books are left lying around within reach of the children. There are multitudes of books which, while not forbidden admission to a family library, are at the same time most injurious and dangerous to youthful minds. Now, this should be remembered. A writer in a recent New York magazine relates how Joseph Henry, the scientist acquired his taste for reading:—

"Confined at home by a temporary illness, he took up a book casually left on the table by a boarder, and entitled 'Lectures on Experimental Philosophy, Astronomy, and Chemistry, intended chiefly for the Use of Young Persons. By G. Gregory.' After his death this book was found in Professor Henry's library with the following entry upon the fly-leaf, written in his own hand:—

"This book, although by no means a profound work, has, under Providence, exerted a remarkable influence upon my life. It accidentally fell into my hands when I was about sixteen years old, and was the first work I ever read with attention. It opened to me a new world of thought and enjoyment; invested things before almost unnoticed with the highest interest; fixed my mind on the study of nature, and caused me to resolve at the time of reading it that I would immediately commence to devote my life to the acquisition of knowledge."

For the SCHOOL JOURNAL.

## ARE CHILDREN REASONABLE?

A. C. COLBERT, Somerset, Pa.

The time spent in appealing to the reasoning faculties of a child under, say, fourteen years of age, is often spent in vain. Reason is the ability to deduce logical conclusions from given premises. This the child does not possess. The line at which the child ceases to be, if I may use the term, an automaton, and becomes in a degree a reasonable creature is a wavering and uncertain one. I have fixed it between twelve and fourteen years of age, but it may be hastened by training, or retarded by neglect. Whenever the child begins to ask, "Why is this thus?" the line is reached. Then you may begin to appeal to his reason, but to do so before is time wasted. The very young child sees a thing and inquires, "What is it?" When a few years older it inquires, "How is it?" A few years more pass and its inquiry is "Why is it?"

The very young child goes into the "kindergarten," and is for a time amused and instructed in answering the "What?" After this stage has passed he enters the primary school, and all he requires to know is "How?" But when a few more years have passed, he enters another grade and here the attention is directed to the "why and wherefore" of everything. A teacher is discouraged because his class in arithmetic is inattentive, can not explain their work. The fault often lies with the teacher. He treats them as possessed of reason before reason has dawned in their minds. It is useless to enter into long explanations of "why we carry one for every ten," to a class of beginners in arithmetic, tell them to do it, let them understand how to do it, but you need not tell them "Why" they do it until they ask you.

So in geography, tell them the earth is spherical, and tell them that men have sailed around it is how we know it, illustrate with a globe or an apple, and leave explanation until reason develops itself. A child will readily see that a fly walking on a table will fall off (or walk off), but that on a globe or an apple it may walk around it but never off it, and he will readily see that if men have sailed always in the same direction, and returned to the starting point the earth cannot be flat, and this is all you can do to impress it on his mind. Time is wasted in giving reasons for everything in grammar, by many teachers. But pupils should be encouraged to make inquiries, but do not tell them the "why," until they ask it. Give them "facts," plenty of them, even if you are called a "Gradgrind," let reasons come afterwards.



## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## CLOSING THE SCHOOL DAY.

A well and profitably spent day in the school-room ought never to end with a feeling of joy that it is over, on either the teacher's or pupil's part. It is the purpose of appropriate closing exercises to obviate this feeling and such exercises are consequently of fully as much importance as opening exercises. During the final half hour or so before school is dismissed the pupils may assemble and sing, or there may be readings and declamations, or answering questions from a "Question Box," or in fact countless methods of passing the time pleasantly. The teacher's inventive genius is appealed to on such an occasion, and if he or she have the pupils' interests at heart there will be no difficulty in devising a suitable plan. Informality would be perhaps the best feature of the exercises and would distinguish them from the rest of the day's work. The idea is to encourage familiarity and frankness between the teacher and the pupils. The model school boy or school girl is confessedly a subdued creature, for instruction may be successful only with that subduing. But how absurd it is that the pupil should get the impression that this subduing of him is the sole object of school! The impression is however as frequent as it is absurd, and manifestly as injurious as it is frequent. The pupil must not leave the school-house with the abiding conviction that it is a prison. He must be given better and higher impressions of his school. The last half hour of the school day should be passed in such informal and entertaining exercises, as will clear up and banish all petty ill feelings or antipathies that may have arisen during the day, either between teacher and scholar, or among the scholars. It is the old truth of how Jack is made a dull boy. There are two honest sides to every body's nature and it was never intended to have only one of the two manifested in school. Close the day's duties pleasantly, with smiles and not with frowns. B.

For the SCHOOL JOURNAL.

## LEAVES FROM MY NOTE BOOK.

BY ANNA J. HARDWICKE, Carthage, Mo.

"Why have such intelligent boys and girls read so little? Why are they not better posted regarding current events, in ancient and modern literature? Why do they not appreciate their time and opportunities?" All these questions troubled me, when last fall I took charge of forty as bright pupils as ever to be found in our state, and it is not until recently that my harvest has looked promising.

First. I established the system of once each week calling the roll for books read, taking author's name and pupil's opinion of the works, asking questions as to plot, style or tone of the volume, calling for expressions from the entire class. If the book proved a valuable one, the reader was complimented and the remaining scholars took notes that they might read the same. Were the contents trashy, public opinion condemned the taste of the pupil in question, but no unkind criticism was made. Had a child read nothing, some of us would suggest a work to suit him, speak enough of it to arouse his curiosity and leave the rest to providence. This plan has proved to be an excellent one; the scholars soon grow ashamed to give in "Ethel's First Love," "Wild Jim of the Rockies," "The Dark Secret," etc., etc., nor are they willing to have nothing to record, nor to confess that they never thought of the author. This open conversation tends to raise the grade of their speech among one another.

Second. As composition lessons I read one of Lamb's "Tales From Shakespeare" and they reproduce the same. Results from this are most encouraging; it does me good to think of it. At the beginning of the session they found difficulty in writing two pages, while now in my desk lie thirty copies of "As You Like It," not one of which con-

tains less than four pages of legal cap, while some have eight or ten. Not only is the quantity good, but the quality is the same; spelling, punctuation, style, thought, penmanship—all show improvement but by no means perfection.

The witches' stew, fair Ophelia and Hamlet's soliloquy, Petruchio's process, Rosalind and Celia, Othello's jealousy, Lady Macbeth's ambition,—these and a hundred others have become "house-hold words among us." From this they have acquired so great a taste for Shakespeare that a literary circle has been organized that is strictly devoted to the "Bard of Avon."

Third. In all studies, we try to pass no literary allusion without understanding the same. Grammar furnishes a fine opportunity, history is thus made doubly interesting and the reading class becomes far more pleasant. Two afternoons, in the place of our text-book, we use Scott's "Guy Mannering" which has given such an agreeable opinion of Sir Walter, that several have determined to know more of his works. Dominic Sampson is a dear friend, whose "P-r-o-d-i-g-i-o-u-s!" is to be heard on all occasions.

Selections from the daily papers are cut and numbered for distribution that we may cultivate sight reading and also learn to appreciate the editorials, telegrams, etc. These things I have tried and know their value, yet for the vacation still another idea presents itself. We are to have a weekly literary circle, where some book will be read aloud, and where all members are to give reports of their reading, prepare short papers, bring in points of interest—in short, do everything we can to make progress.

At the request of several, I am now preparing a list of books for them to read during the summer, and am confident they will accomplish more than ever before.

Do you know, fellow workers, our pupils appreciate to the utmost the interest we take in their welfare beyond routine work? Aye, 'tis from this source that we reap much of our reward, for their bright eyes are quick to see and loving hearts ready to reciprocate all disinterested affection. So, while we are yet far, far from our ideal, still we murmur to ourselves, "Courage, brave heart; remember great changes are of slow growth."

For the SCHOOL JOURNAL.

## THE INFLUENCE OF PUPILS ON ONE ANOTHER.

There was genuine appreciation of human nature displayed in a certain habit which Dr. Arnold, of Rugby, is said to have possessed. Whenever a particularly wayward or unruly pupil began to develop his evil tendency the Doctor would call him into his room and privately commission him to look after the conduct of some other perhaps younger, but less disobedient fellow pupil, saying, probably: "You possess much greater influence with him than I. You are playmates and school-fellows together and I feel that your suggestions or requests to him to quit his bad behavior and get down to his work, will be far more beneficial than a whole session of lecturing from me."

Thus the simple act of imposing a reformatory task upon the disobedient pupil resulted in an effective correction of his bad conduct. And furthermore, pupil number two always improved under the influence of his senior companion. It was a veritable instance of killing two birds with one stone.

These influences residing peculiarly among the pupils of a school are latent to most teachers, whereas they may and ought to be made the most serviceable instrument in the betterment of habits and behavior of pupils.

No matter how intimate and familiar the relation between the teacher and the pupils, the mysterious power which the latter have with one another is not acquired by the former; a power founded in the relation of equality and association. The two spheres of the teacher and pupil, if not totally outside of each other, are at least never coincident; the teacher will ever be the teacher, taken as one will.

Good advice from the teacher, admonition, or earnest request,—often fails of any effect, whereas if it came from a schoolmate it would bear the best of fruits. Even though there is no such direct utilization of these influences as the Master of Rugby utilized them, still, the teacher may in various ways recognize their existence and the mere recognition of them proves wholesome for good behavior among pupils.

For the SCHOOL JOURNAL.

## QUESTIONS.

(On a leather bound book.)

What is this? Of what is it made? What is the inside made of? What name is given them? Leaves of what? Where do we get paper? What is it manufactured from? Where do people get the rags? Where does the straw come from? What is it about the book that make it useful to us? How are the words put on the leaves? What is the person called who sets the type? Where does the compositor get the story or the articles that make up the book? What is the person called who writes? Name some authors. Who works on the book after the compositor has set up the type? What does the printer do? What is done to the book after the pages are printed? What is this book bound with? Where do we get leather? What is the name of the place where skins are made into leather? How many have been in a tannery? What did you see?

I have a box with a hole in the top in which each pupil is at liberty to put such questions as he chooses written on a slip of paper with his name. On Friday afternoon the box is opened and the questions are read. Those pupils who can answer raise their hand and they are called on. Questions that cannot be answered are put on the black-board and they are copied, and go into the homes of the pupils. The questions, "What is linen made of?" "What is a half-blood black called?" "How do pea-nuts grow?" are samples of those we use.

For the SCHOOL JOURNAL.

## OBJECT LESSON.

(The teacher has a glass of milk, W. B.—"written on the board," R. T.—"recite together.")

## MILK.

What is this? "A glass of milk." Right. Let us see what we can find out about it. What does it do when I tip the glass? "It moves."

How does it move? "It flows."

What do you say of anything when it will flow? "It is liquid."

Yes, that's right (W. B. under *Qualities*).

What color is it? "White."

Is it like water? "No."

Why? "You can see through a glass of water."

What name did we learn in our lesson on water was given to anything that you could see through? "Transparent."

Yes, what do we say of a thing when it is the opposite of transparent? "It is opaque."

Yes. (W. B.)

If you taste it what do you find? "That it is sweet."

Yes. (W. B.)

Do people drink much of it or not? "They do."

Why? "Because it does them good."

What do we say of food that is good for us? "It is wholesome."

Yes. (W. B.)

Where do we get it? "From the cows."

So it is an animal product, is it not? "Yes."

Does it go through any process of manufacture before we use it? "No."

Then, in what state would you say it was useful? "In a natural state."

Yes, just as the cow gives it to us, we can use it, can't we? "Yes"

(W. B. *Natural*.)

How is it when fresh? "Warm."

Yes. (W. B.)

Now, tell me, all the qualities of milk as I have written them in regular order.



(R. T.)

Now, that we know so many of the qualities of milk, let us see about its uses.

What is the first use, the most natural one? "Feeding young animals with it."

Yes, that is the first use. (W. B.)

What is another? "Make butter with it."

Yes. (W. B.) Another? "Make cheese with it."

Yes. (W. B.) Any other? "It's good to drink."

So it is. (W. B.) What else? "It is useful in almost all kinds of cooking."

Yes. (W. B.) It is good to take out ink stains."

Yes. It is good for some cleaning purposes, is it? (W. B.) "Yes."

Now tell me all the uses of milk in the order we have learned about them. (R. T. from W. B.)

Cows milk is what we usually use, but invalids drink asses' milk. In Tartary the milk of mares is used in Switzerland, Ireland and other countries that of goats; in the northern countries the people use the reindeer's milk and in Arabia that of the camel.

For the SCHOOL JOURNAL.

## NEW FACTS IN GEOGRAPHY.

Some of the late discoveries are: There is a great oasis in the interior of Greenland and it is presumed it was the abode of the lost Norse colonies last heard of in the fourteenth century. The Asiatic map just published by Lieut. Col. Beresford Lovett, gives the first accurate description of the route from Teheran to Astrabad, and thence to Shahrud, showing the barrenness of Western Mazanderan and the existence of an extinct volcano, Damavand, 19,950 feet high: Borneo has a great river, the Kina Bataagan which it has been ascended 150 miles by steamer and is ascertained to be so winding in its course that in 350 miles it is only eighty miles from the sea. A native explorer has returned to India after a four years' absence in Thibet, and has finally proved that the basin of the Sanpo is separated from that of the Irawadi by a great range of mountains. The travels of General Macgregor in Beloochistan have proved that the Mashked and Mashkel rivers do not flow into the sea but have a confluence and continue northwest, emptying into the great marsh of Hanum. The explorers Capello and Ivens report accurately the sources of the three great African rivers, the Cuango, the Cuanza, and the Cunene,—the first named is the largest and has its source at 11½° S. lat., and a little east of 19° E. long., flowing through an intensely arid country until it empties into the Congo. New Guinea has been formally annexed to Queensland.

## PREVENT MISTAKES.

By Supt. W. W. SPEER, Marshalltown, Ia.

The teacher who lectures his pupils to-day because of the lies he induced them to tell yesterday, is as consistent as the man who works to-day correcting mistakes that he led his pupils to make yesterday. But some one says, "I don't know that they will make mistakes until they make them." This is true; but a teacher does know that if he finds a manuscript or slate full of errors to-day that he will find that slate or manuscript full of errors to-morrow, if he gives an exercise of the same kind and length again. In a written exercise, habits of accuracy and neatness are what we should aim to fix. Teachers who accept or countenance poor work are paving a rough road for somebody.

Keep everything well in hand. For example: do not neglect penmanship for spelling or spelling for penmanship. There are so many things that ought to receive attention in a written exercise, that the greatest care is required to guard pupils against forming bad habits. You cannot be too careful. A majority of the teachers are free to set their own tasks, and they can limit them in amount to the capacity and understanding of their pupils. To permit pupils to use wrong forms of expression, to fill their slates day after day with orthographic lies, is to fix upon them habits, which they themselves or succeeding teachers will have to use patience, tact and time to correct.

For the SCHOOL JOURNAL.

## OCCUPATION FOR YOUNG CHILDREN IN SCHOOL.

BY ANNA JOHNSON.

Designs may be drawn on the board by the teacher and colored with crayons. These may be copied by the children, at first upon their slates, and when done sufficiently well the children may be given paper and colored crayons.

The children may be taught to make designs themselves, a great variety of pretty ones may be made with the square and circle. In coloring they may be allowed to use their own taste, but should be taught to use colors which harmonize.

Anything they draw may be colored, which will add greatly to their pleasure and keep them busily and happily employed for a long time. Leaves, flowers, trees, fences and a great variety of objects may be drawn and colored.

The flags of all nations may be presented either in a sheet placed before the class, and one designated by the teacher to be drawn, or what is better, one may be drawn on the board and properly colored to be copied by the scholars. As this will necessarily consume much time, they may be allowed to take several days in its completion. The flags of all nations may be found in Appleton's American Cyclopædia; they are also published in inexpensive book form and on sheets, the latter being quite small.

In this exercise the children may be allowed the use of a rule, as accuracy is very desirable. While engaged in this work their attention may be particularly given to the country represented. They may be asked to hunt up all possible information concerning it. Different subjects may be assigned to different scholars, as inhabitants, products, principal cities, government, etc. If the children are not far enough advanced to do this themselves the teacher may spend a little time each day in telling them some of the leading facts, or write them on the board for them to copy. They should be kept upon one flag long enough to thoroughly impress the leading facts upon their minds. If possible have them draw the flags and write the accounts from memory before taking new ones.

When the flags or any of the drawings are well done, the best should be framed (with straws or slats) and hung up for exhibition.

## LESSONS IN GEOGRAPHY.

## THE HARVESTS.

January—Harvest is now ended in most districts of Australia, and shipments have been made of the new crops; Chili, New Zealand, Argentine Republic are harvesting.

February—Upper Egypt, India.

March—Egypt, India.

April—Coast of Egypt, Syria, Cyprus, India, Persia, Asia Minor, Mexico, Cuba.

May—Persia, Asia Minor, Algeria, Syria, Texas, Florida, Morocco, Mid-China, Japan, Central Asia.

June—California, Oregon, Southern United States, Spain, Portugal, Italy, Hungary, Turkey, Roumelia, Danube, South Russia, south of France, Danubian principalities, Greece, Sicily, Louisiana, Mississippi, Alabama, Georgia, North and South Carolina, Tennessee, Virginia, Kentucky, Kansas, Arkansas, Utah, Colorado, Missouri.

July—Southern, Eastern and Midland English counties, Oregon, Nebraska, Minnesota, Wisconsin, Iowa, Illinois, Indiana, Michigan, Ohio, New England, New York, Virginia, Upper Canada, France, Germany, Austria, Hungary, Switzerland, Italy, Russia, Poland.

August—United Kingdom, France, Germany, Belgium, Holland, Manitoba, British Columbia, Lower Canada, Hudson's Bay territory, Denmark, Poland.

September—Scotland, England, hops and roots; America, maize: Athabasca, wheat, barley and corn; Sweden, North Russia, France, beet, root, buckwheat.

October—Scotland, America, maize crop, France, Germany, vintage.

November—Australia (North), Peru, South Africa.

December—Australia (South) Chili, Argentine Republic.

For the SCHOOL JOURNAL.

## FROWNING AMONG PUPILS.

LUCY A. YENDES.

This habit, though unpleasant and altogether undesirable, is most entirely a vicious one. In fact I believe it more often comes from close application, slow comprehension, or intense interest, than from dullness. Our own brows contract before we know it if concentrating our minds upon something, particularly if that "something" is a little hard to grasp. So with the child. Again, if we are greatly interested in anything we see or hear, we involuntarily express that interest by the wrinkles in the forehead. Frowning can only be construed in one way; frowning in several, not all of which are surely indicative of displeasure, and this must be fairly understood and the teacher be able to discriminate nicely before any attempts are made to overcome the habit, or we may be censuring a child for what we should commend.

## THINGS TO TELL THE SCHOLARS.

ORIGIN OF "BOGUS."—Webster's Dictionary gives the definition of the word "bogus"—"spurious: a cant term, originally applied to counterfeit coin, and hence denoting anything counterfeit—(American)." The word is of Georgia origin. William A. Bogus was a Georgia land lottery commissioner years ago, caught in rascality in connection with his office. He was an issuer of fraudulent land rights, and furnished our vernacular with a name for everything spurious and false.

Dogs using the Telephone. A gentleman recently lost his coach-dog, and it so happened that the dog was found by one of the owner's friends. The friend went to his office and asked by telephone if the man had lost his dog. "Yes, where is he?" was the reply. "He is here. Suppose you call him through the 'phone.'" The dog's ear was placed over the ear-piece of the telephone and his master said: "Jack, Jack—how are you, Jack?" Jack instantly recognized the voice and began to yelp. He licked the telephone fondly, seeming to think that his master was inside the machine. At the other end of the line the gentleman recognized the familiar bark, and shortly afterward he reached his friend's office to claim his property.

## NOTEWORTHY EVENTS.

May 8.—Gen. Crook and his soldiers were reported cut off from communication and in great danger in pursuing the Apaches into the Sierra Madre.—The civil service rules were approved and promulgated by the President.

May 9.—A battle was fought at Oposura, near the Chihuahua line, between the Mexican troops, who are co-operating with our army, and the Apaches, and resulted in the defeat of the latter.—Timothy Kelly was, on his third trial, convicted and sentenced for participation in the Phoenix Park murders, Dublin.—The Florida Ship Canal Company began work of cutting a canal from the St. John's river, Fla., to the Gulf of Mexico.

May 10.—General Crook was still reported beyond communication.—The President selected Mr. Charles Lyman, Chief Clerk of the United States Treasurer's office, to be Chief Examiner under the Civil Service Commission.—Lightning struck a tank of petroleum in the yard of the National Storage Company in Communipaw, and the consequent fire swept half the yard and destroyed all the buildings. Six men were killed.—The police raided the Chinese opium dens in Mot' street, N. Y. city.

May 11.—All the dynamite conspiracy prisoners except Dalton have been committed for trial in London on a charge of treason-felony.—The International Fisheries Exhibition opened at South Kensington, England.—A crevasse was reported on the Mississippi river above New Orleans.—The fleeing Apaches were heard from seventy-five miles north of Chihuahua.

May 12.—A division in the Liberal party in England occurred, and was deemed indicative of the overthrow of the Gladstone government.—The vice of opium smoking and its attending crime were almost extinguished in New York city through the efforts of the police, the clergy, and the press.

May 13.—In Afghanistan the heads of 150 Shinwaris were brought to the Ameer at Jelalabad, and have been exposed on the gates by his orders.—The city of Helena, Ark., was found to be hopelessly in debt, and unless a compromise is effected will surrender its charter.

May 14.—Joseph Brady was hanged in Kilmainham jail for the assassination of Lord Cavendish and Mr. Burke.

One step and then another  
And the longest walk is ended;  
One stitch and then another,  
And the largest rent is mended;  
One brick upon another  
And the highest wall is made;  
One flake upon another,  
And the deepest snow is laid.



## A LITTLE PHILOSOPHER.

BY MRS. M. E. SANGSTER.

FOR RECITATION.

The days are short, and the nights are long,  
And the wind is nipping cold;  
The tasks are hard and the sums are wrong  
And the teachers often scold.

But Johnny McCree,  
Oh, what cares he  
As he whistles along the way?  
"It will all come right

By to-morrow night."  
Says Johnny McCree to-day.

The plums are few, and the cake is plain,  
The shoes are out at the toe;  
For money you look in the purse in vain—  
It was all spent long ago.

But Johnny McCree,  
Oh, what cares he  
As he whistles along the street?  
Would you have the blues  
For a pair of shoes  
While you have a pair of feet?

The snow is deep, there are paths to break,  
But the little arm is strong,  
And work is play, if you'll only take  
Your work with a bit of song.

And Johnny McCree,  
Oh, what cares he  
As he whistles along the road?  
He will do his best  
And leave the rest  
To the care of his Father, God.

The mother's face is often sad—  
She scarce knows what to do;  
But at Johnny's kiss she is bright and glad—  
She loves him, and wouldn't you?

For Johnnie McCree,  
Oh, what cares he  
As he whistles along the way?  
The trouble will go,  
And "I told you so,"  
Our brave little John will say.

—Harpers Young People.

## THE RULE OF LIFE.

FOR DECLARATION.

Part of an address made by Peier Cooper before the Arcadian C. B.

I have witnessed and taken a deep interest in every step of the marvelous development and progress which have characterized this century beyond all the centuries which have gone before. Measured by the achievements of the years I have seen, I am one of the oldest men who have ever lived; but I do not feel old, and I propose to give the receipt by which I have preserved my youth. I have always given a friendly welcome to new ideas, and I have endeavored not to feel too old to learn; and thus, though I stand here with the snows of so many winters upon my head, my faith in human nature, my belief in the progress of man to a better social condition, and especially my trust in the ability of men to establish and maintain self-government, are as fresh and as young as when I began to travel the path of life. While I have always recognized that the object of business is to make money in an honorable manner, I have endeavored to remember that the object of life is to do good. Hence I have been ready to engage in all new enterprises, and, without incurring debt, to risk the means which I had incurred in their promotion, provided they seemed to me calculated to advance the general good. This will account for my early attempt to perfect the steam engine, for my early attempt to construct the first American locomotive, for my connection with the telegraph in a course of efforts to unite our country with the European world, and for my recent efforts to solve the problem of economical steam navigation on the canals, to all of which you have so kindly referred. It happens to but few men to change the current of human progress, as it did to Watt, to Fulton, to Stephenson and to Morse; but most men may be ready to welcome laborers to a new field of usefulness and to clear the road for their progress. This I have tried to do, as well in the perfecting and execution of their ideas as in making such provision as my means have permitted for the proper

education of the young mechanics and citizens of my native city, in order to fit them for the reception of new ideas—social, mechanical and scientific—hoping thus to economize and expand the intellectual as well as the physical forces, and provide a larger fund for distribution among the various classes which necessarily make up the total of society. I feel that nature has provided beautifully for the wants of all men and that we need only knowledge—scientific, political and religious—and self-control, in order to eradicate the evils under which society has suffered in all ages. Let me say, then, in conclusion, that my experience of life has not dimmed my hopes for humanity; that my sun is not setting in clouds and darkness, but is going down cheerfully in a clear firmament lighted up by the glory of God, who should always be venerated and loved as the infinite Source and Fountain of all light, life, power, wisdom and goodness.

## GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

The music that can deepest reach,  
And cure all ill, is cordial speech.

No hope so bright but is the beginning of its own fulfillment.—EMERSON.

It is easy finding reasons why other folks should be patient.—GEORGE ELIOT.

BEAUTIFUL behavior gives a higher pleasure than statues or pictures; it is the finest of the fine Arts.—EMERSON.

SCOWLING and growling will make a man old;  
Money and fame at the best are beguiling;  
Don't be suspicious and selfish and cold—  
Try smiling.

For still in mutual suffrance lies  
The secret of true living;  
Love scarce is love that never knows  
The sweetness of forgiving. —WHITTIER.

Of perfect service rendered, duties done  
In charity, soft speech and stainless days,  
These riches shall not fade away in life,  
Nor any death dispraise.

If we could read the secret history of our enemies, we should find in each man's life sorrow and suffering enough to disarm all hostility.—LONGFELLOW.

WE should cover with our charity the faults and imperfections of those about us, as Nature hides with her mossy covering the unsightly stone.—MRS. PRENTISS.

GIVE thy heart's best treasures, from fair Nature learn;  
Give thy love, and ask not, wait not a return;  
And the more thou spendest from thy little store,  
With a double bounty God will give thee more.

—ADELAIDE A. PROCTOR.

THE man who seeks one thing in life, and but one  
May hope to achieve it before life be done;  
But he who seeks all things, wherever he goes,  
Only reaps from the hopes which around him he sows,  
A harvest of barren regrets.

—OWEN MEREDITH.

LITTLE minutes make an hour;  
Little thoughts a book;  
Little seeds a tree or flower;  
Water-drops, a brook;  
Little deeds of faith and love  
Make a home for you above.

EDUCATION IN THE SOUTH.—A gentleman who has returned but lately from a trip through the South in the interests of education writes to the New York Herald that his visit has caused him at once surprise and reflection. His observations covered many schools, denominational and private, in Maryland, Virginia, North and South Carolina, Georgia, Alabama, Louisiana, Tennessee, and Kentucky, and he does not hesitate to say that he has seen as good schools,—though not as many good ones,—as are to be found at the North. As to female scholarship he hesitates to except even such Northern institutions as Wellesley, Vassar, Smith, and Holyoke. The showing made of the remarkable growth and improvement in Southern schools, its needs and difficulties, serves to make up an extended article.

## EDUCATIONAL NOTES

## ELSEWHERE.

VIRGINIA.—The old Board of School Trustees of Richmond did not take the oath of office, and the State Board of Education appointed another set of trustees, who were confirmed last week by the Supreme Court of the State.

CALIFORNIA.—The State Board on Silk Culture, which was organized under the provisions of a State act, has been endowed by the Legislature with \$5,000 for the first two years of its existence toward the establishment of a silk reeling school.

TENNESSEE.—Co. Supt. Allred says: "As the teacher, so is the school; then it behooves you if you intend to teach in the public schools, to become not only acquainted with the branches to be taught, but with the very best methods of teaching them."

NEW JERSEY.—The committee of nine appointed by the trustees of Princeton College in February to consider the question of Dr. McCosh's resignation as president, decided, in order to induce the president to remain in office, to appoint a committee to select a Dean of Faculty to relieve Dr. McCosh from certain duties. The person in view is doubtless Dr. J. O. Murray. Nothing further will be done till Commencement, when Dr. McCosh's resignation comes formally before the board.

THE KINDERGARTEN.—"Much of the success of the kindergarten is negative, and consists in preventing harm. Its positive success is so simple that it cannot be expected to attract more notice than, for instance, fresh air, pure water or the merit of a physician by whose efforts a family is kept in good health. The healthier a child is the more its life manifests itself in untiring activity. Play is the child's natural work; in play it develops best and most naturally all the powers of body and mind. A play child is wholly a child—a complete child, inasmuch as it finds its highest happiness and purest joy in the full gratification of the inner and outer demands of its nature; the demons of ill-humor and evil habits cannot harm it. 'Let no one think,' says Goethe, 'that he can overcome the first impressions of his life.' And, in sooth, they are controlling for all subsequent periods. A joyful, happy childhood is like sunshine to the whole life, and is of the greatest importance for the complete development of the child."

OVERLIN.—In 1833, in a clearing in the Ohio woods, a school was opened with forty-four students. In 1834 three professors and their wives arrived at the already growing college. In 1835 the institution opened its doors to colored students, twenty-five years before the negro race was generally recognized as consisting of men and women. In the same year there arrived four more professors, one of whom, as President Charles G. Finney, was to make the name of Oberlin known all over the civilized world. From that time onward the college record is full of accounts of missionaries sent out, new colleges founded, revivals of religion experienced and all sorts of religious and moral and mental activities pursued. There are now about 1,500 students at Oberlin, about half of whom are in the preparatory departments. There are departments of theology, of philosophy and the arts, and of music besides. The college is really an incipient university, and aims to give university instruction. The pre-eminent distinctions of Oberlin have always been its religious tone and its liberality and fearlessness. It was founded in a revival, and its theological and philosophical departments have always been the most interesting and best attended. It was the first to admit colored men to the privileges of a higher education. From it, in 1841, was graduated the first woman awarded the degree of A.B.

SUMMER SCHOOL OF ORATORY.—The experiment by the National School of Elocution and Oratory of conducting a summer term in Cobourg, Canada, proved so successful last year that the faculty propose to repeat it. Dr. Burwash, dean of the Faculty of Theology of Victoria University, located at Cobourg, says: "During the past three years I have advised a number of my theological students and clerical friends to take a course of instruction in the National School of Elocution and Oratory, Philadelphia. I have much pleasure in saying that the results have been very satisfactory. Some whose voices were harsh and feeble have made wonderful improvements; others who had been suffering from severe affections of the throat threatening entire interruption of pulpit work, have been completely cured. The summer session of the present year having been held at Cobourg, I have had full opportunity of witnessing the methods of instruction in all the departments. The large classes under instruction made the most sur-



prising progress in purity, strength, flexibility and command of voice, and in power to express the various phases of thought and emotion. I can assure all young clergymen that a course in this institution will prove of inestimable value in promoting the lifelong success and comfort of their work." The National School has a wide fame; it deserves its success; it offers the very best opportunities; and appearances indicate that it will have a large attendance.

**THE MARTHA'S VINEYARD SUMMER INSTITUTE.**—In the year 1878, when summer schools were just coming into vogue, Prof. Homer B. Sprague, the Head Master of the Girls' High School in Boston, fixed upon Cottage City, Martha's Vineyard, of all spots the fittest for the enterprise. The healthfulness of the island, its quiet, its accessibility, its facilities for bathing, its innocent recreations and especially its traditional religious character and its wholesome moral influences, all seemed to commend it as the ideal situation for a summer school. The Institute was organized that year, under the presidency of Prof. Sprague, with a corps of ten instructors. About eighty students attended the five weeks' session. The force of teachers was increased to fifteen in 1879, attracting nearly twice as many students as in 1878. The next two years showed continued progress and prosperity, and the directors of the Institute began to form plans for a building. In the spring of 1882 the present edifice was built on a large and admirably situated lot of land given by the Vineyard Grove Co. Funds sufficient to warrant its erection were contributed by friends of the enterprise, and it was completed in time for last year's session of the Institute. There were thirty in the faculty of instruction, and the number of students was nearly 850. For the coming session, which begins July 11, 36 teachers will be employed, and it is believed that there will be at least 500 students. This remarkable growth in the short period of five years has been mainly due to the reputation which the Institute has gained by the work it has done. No attempt has been made by its managers to attract public attention by sensational devices. It has been advertised more extensively and earnestly by its students than by the newspapers. Last year these students represented 34 States and Territories of our country, and they are carrying the news of the quiet but honest and thorough work of the school through the length and breadth of the land. The single drawback to the success of the Institute is the debt which still encumbers the building, and which amounts to about \$3,000. It is hoped, however, that the present season may see this debt cancelled; and to this end a fair is to be held in the building at some time during the session. The wives of the directors and of the faculty have the matter in charge, and have already sent out circulars asking for contributions. These should meet a prompt and generous response from the friends of education everywhere. The circular of the Institute giving full information concerning all the departments will be sent free to any address on application to the Business Agent, Prof. B. W. Putnam, Jamaica Plain, Boston, Mass.

## FOREIGN.

**ONTARIO, CANADA.**—The North Hastings Teachers Association meets at Stirling, May 18, and at Macoc on May 23. The following program was sent out and the teachers were urged to study thoroughly, the subjects to be taught and discussed. All are requested to come provided with note-books and First and Second Readers. Program:—Forenoon Session.—1. Opening of school by the Head Master; roll call. 2. Reading (to a 2d class) by Miss Franks and by Miss McDermid. 3. Geography to a 3d class (Rivers of North America), by Miss Horkins and Mr. Jenkins. 4. Arithmetic (common fractions), to a 3d class, by Miss Henry and Mr. Seymour. 5. Recesse, and dismissal of pupils by their teachers. 6. Discussion and drill on the methods, etc., exemplified before intermission. Afternoon:—Roll call. 1. Kindergarten song, by some of Miss Franks' pupils; vocal music by Mr. Seymour and a class. 2. Primary reading, by Mr. Grimmett. 3. Elementary Arithmetic by Mr. Mackintosh. 4. Grammar (analysis and parsing), by Inspector Johnston and Mr. Seymour. 5. Penmanship, by Mr. Morton and Mr. Miller. Evening:—Roll call. Spelling, by Mr. Mackintosh. 2. "What can be done to make the people take a livelier interest in our schools and to make these more really useful?" Inspector McIntosh says in the class exercises teachers are to remember that "teaching, and not drilling, is wanted." [We consider that meeting to be well-planned.—Ed.]

THERE is one topic peremptorily forbidden to all well-bred, to all rational mortals, namely, their distempers.—EMERSON.

## LETTERS.

(The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things must not be mixed with questions about subscriptions, etc. Put on a separate sheet the question, the statement of progress, your ideas about the paper, and as near as possible in a proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.)

I send you this note indorsing every word of the editorial on "Superintendents;" it is gospel truth. What we teachers need to lift us up to the plane of greatest possible efficiency (so far as superintendents are concerned) is more competent leadership and sympathy; and less of espionage, mystery, tyranny and statistics. We need more men like Col. Parker, men capable of inspiring their teachers with high determination, and of calling out their best efforts by a sympathetic leadership, sympathetic fellowship and open-hearted generous treatment. The old saying, "Like teacher like pupil" might with great propriety be changed, to meet this case, to "like superintendent like teacher." Ireland is a conspicuous example to-day, of what tyranny and misrule can accomplish. But I must not carry this train of thought further or I shall become personal—a something it would not be prudent for me to do. You and other outsiders can wage the good fight, knowing that you have back of you an Israel in bondage, many thousands of whom are praying for your success, even though they have not the courage nor inclination to say so—through apathy induced by a long period of servitude.

X.

"The mills grind slowly," and I almost think sometimes that instead of getting the grist we get but a very small part of the toll. I don't get discouraged entirely but shall keep digging away at some educational malformations. The bread we cast upon the waters will return some time—perhaps not in our day or generation, but we must keep sowing and trust to hopeful changes in the future for satisfactory results. I think my name on your books must be in the hands of two mailing clerks, for sometimes, for a while, I get two papers regularly, then one drops off for a while, and then starts in again. I cannot use but one, so I send out the other on a mission of charity.

At the last annual meeting of our teachers' association a man was elected as president who promised great things; but alas for our hopes! he has lapsed into the I-don't-care style of his predecessor. I rake them up occasionally, but they turn the ear of indifference and quietly wait for a fresh "dig." The teachers are not up to the needs of the normal institute as a body; they can "keep" school, draw their pay, and that they think constitutes the teacher's program. This is a fraud, of course, on the pupils, but they (the teachers) get their objects.

B.

I sent you two articles in January, and as neither have been published I conclude you do not find them worthy. I have not the experience in writing that enables me to do justice to a subject, and I should be glad if you would point out the defects in my essay.

C. R. C.

(The articles you sent are lacking in what may be called the pedagogical element. They are about education, but like weak tea, the flavor is rather uncertain. Almost any one can write about education, but it requires some genius to write education itself. A certain agricultural paper has for its main writer a superannuated clergyman; he knew nothing practically of farming, but he could write endlessly about it. To write properly for our pages you must have an experience; you must see clear as crystal some educational truth, you must be able to state that truth concisely. Keep on trying.—Ed.)

In an educational paper it is stated "The first book printed in English was in 1507, entitled 'Concerning the Proprieties of Things,' Chambers' English Literature, Vol. I, page 113 says: "Wm. Caxton, while in Holland made himself master of the art of printing, then recently introduced on the continent; and having translated a French book styled 'The Recuyell of the Histories of Troye,' he printed it at Ghent, in 1471, being the first book in the English language ever put to press. Afterwards he established a printing office at Westminster, and in 1474 produced 'The Game of Chess,' which was the first book printed in Britain."

One county superintendent explained the method of getting the "percentage of attendance on total enrolment" thus; when the total number of boys enrolled was 40; average daily attendance 26.1, he multiplied the 26.1 by 100 and divided by 40, obtaining 65.25. Does

not this mean that this is 65 1/4 %? That is, that 26.1 boys is 65 1/4 % of 40 boys, and that the multiplying by 100 is done to avoid fractions?

(It means that if 100 boys had been enrolled instead of 40, that the attendance would have been 65.25 instead of 26.1. Put it in a proportion: 26.1 :: 40 : 100. Here you multiply by 100 and divide by 40.—Ed.)

We are trying to carry out your recommendations, but the people here (Missouri) pay less attention to their children than to their hogs. Fact! not a soul has been been in to see me yet, and the house is about the thing for a hog-pen. Not a nice desk or chair, not a door-mat, broom, dipper or pail; but why go on with the list? And then the wages—\$20 per month, and I board myself! And they grumbled about that! I am not one of the "inexperienced" ones you condemn either. Shall I stay here and teach or shall I lay bricks at \$4.50 per day. Why, in a week I could earn \$27. J. B.

I find the following question in "Steele's Natural Philosophy," and I have failed to find any one that can enlighten me. Will you please answer and oblige a subscriber: "The receiver of an air-pump is five times as large as the barrel; how many strokes of the piston will be required to diminish the air nearly one-half."

(The first stroke takes out one-fifth; the second one-fifth of four-fifths or four twenty-fifths; the third sixteen one hundred twenty-fifths; in all sixty-one one hundred twenty-fifths—or nearly one-half.—Ed.)

Can you refer me to any good articles or treatises on the *Aims of Institute work*? J. J. M. Pittsburg.

(There is no treatise that we know of that would be serviceable; the best articles have appeared in this paper. Let our readers discuss the subject. What are the aims of the Institute? Evidently the present institute is only a prophecy of the institution we need.—Ed.)

Work is getting pleasanter, much is due to the JOURNAL. J. B., of Vt.

(That is pleasant reading; it rewards one for his work. We are teachers of teachers; if we did not know that many felt as J. B. does, we could not go on. Thanks, friend B, we will reply our work is getting pleasanter; much is due to your aid.—Ed.)

I had 80 square feet of blackboard when I came here, and have added 50 square feet at my own expense. I make charts as I need them. We have trouble with the readers, and I wish one set would be adopted for the whole State. We need a four-weeks' normal institute, with De Graff as conductor. J. McC. New Jersey.

I desire to secure a license to teach in New York city; can you tell me how to get it?

(The first thing is to get a place in the city public schools, and that is a task that will require "influence" political of course. Having a place promised, you apply for an examination to the city superintendent. This is not very severe.—Ed.)

I received a copy of the COMPANION, and after having carefully read it I found it to be an excellent paper for scholars, interesting and full of information. Some of my scholars have read it and appreciate the reading very much. I cheerfully recommend your COMPANION to scholars. V. D. Illinois.

I send three new subscribers to the COMPANION; I must tell you what a great help the JOURNAL is to me. I use with profit the "Thought for Every Day." I am sure I am a better teacher for having studied your "School Management." Keep right on; you are doing a work that we need. A. P. N. Mich.

Your papers are finding many friends in this section. The more I read from the JOURNAL the more fault I can see in my own teaching. The editorials, "Noteworthy Events," "Golden Thoughts," and answers to letters are concise, and always to the point. L. Lewis Co., N. Y.

Green Lake in Colorado, is not the lake of the highest elevation in the world. Lake Sirikol on the western border of the Chinese Empire is accorded that honor, being 15,002 above tide water. Its source of supply is the River Oxus. A. M. B.

I have taken the INSTITUTE nearly a year now, and can heartily recommend it as one of the most practical for the common-school teacher. J. A. W. Ohio.



## EDUCATIONAL MISCELLANY.

## UNGRAMMATICAL SENTENCES AND THEIR CORRECTIONS.

1. "Between you and I."
  2. "I thought it was him."
  3. "Either of them are too old."
  4. "They have began."
  5. "I knew it was her."
  6. "These kind of grapes are not good."
  7. "Everybody has a right to speak their mind."
  8. "I have drank."
  9. "You done wrong."
  10. "They hadn't ought to."
  11. "I like it equally as well."
  12. "He repeated it again."
  13. "Returning back home."
  14. "Who was the proposal made to?"
  15. "If you had have sent me word."
  16. "I don't know but what I shall."
  17. "He seldom ever makes a mistake."
  18. "You have sown this seam badly."
  19. "We conversed together."
  20. "They covered it over."
  21. "If I was rich I would buy it."
  22. "Such another mistake."
  23. "Neither smoking or drinking allowed."
  24. "Almost no knowledge."
  25. "I had rather not."
1. I should be *me*, because it is the object of the preposition *between*.
  2. *Him* should be *he*, because the auxiliary verb *was* does not require the objective case.
  3. *Kither* is a singular noun and its verb *are* here should be *is*, to agree with it in number.
  4. *Began* should not be used as a perfect tense form, but *begun* is proper.
  5. *Her* should be *she* for the reason given in 2.
  6. *These* should be *this*, as *kind* is not a plural noun: *are* is permissible as referring to the grapes composing the kind.
  7. As *their* has *everybody* for its antecedent, it should be either *his* or *her*, or both.
  8. "*Drank* should be *drunk* for the same reason in 4.
  9. *Done* should be *did*, the past tense and not the participle.
  10. *Had not ought to* is quite ungrammatical. *Ought not to have* or *should not have* are decidedly preferable.
  11. *Equally* is superfluous, as conveying the idea sufficiently.
  12. The prefix *re* means "again," and hence it is tautology to say *repeat again*.
  13. *Back* is of no use here, for the reason given in the preceding.
  14. *Who* should be *whom*, as it is here the object of the preposition *to*.
  15. *Have* is altogether useless in such an expression, and *had*, alone, is all sufficient.
  16. "I don't know but what" is both awkward and inaccurate, and there are several expressions that would better convey the intended meaning.
  17. *Seldom ever* is a meaningless phrase and should be avoided; *seldom*, if ever, is perfectly proper.
  18. *Sown* is a form of the verb *sow*, which is not the word required here; *sown* should be *sowed*, from the verb *sow*.
  19. The prefix *con* of the word *conversed* signifies "together with," and therefore *together* is here useless.
  20. The use of *over* is tautological as expressing nothing additional to what *cover* expresses.
  21. *Was* should be *were*, as the subjunctive mode is required.
  22. *Such* is sufficient without *another*, and the indefinite article should be substituted for the latter word.
  23. *Or* should be replaced by *nor* to correspond to the negative *neither*.
  24. *Almost no* is an impossible expression, since there cannot be nothing and something at the same time.
  25. *Would* should be substituted for *had*.

## INDUSTRIAL EDUCATION.

BY SUPT. H. F. HARRINGTON, New Bedford, Mass.

I have given my heart, my voice and my pen for years to the proposition that the paramount purpose of the instruction provided for our youth should be, so to evolve and discipline their mental powers that they shall be equipped for the intelligent and vigorous application of those powers in whatever direction a demand may be made upon them; and that practical instruction of a specific character is therefore wholly out of place in our schools. This is the theory which has been the most effective obstacle to the introduction of in-training; and it has derived its strength chiefly from the prevalent idea that education (I use the word in its common acceptation as limited to mental culture) is the infallible medicament for all social ills, the relentless foe of arbitrary power, the life-spring of our free institutions. This idea inspires the principles and determines the practice of the teaching in the great mass of American schools.

It is utterly and dangerously false, as I hope to show in another connection; and being now free from its controlling influence, I have become an earnest advocate of a course of instruction in every department of our public schools that shall be explicitly and directly practical. Therefore it is that I rejoice in the suggestion made by the chairman of the high school committee as a move in the right direction.

There is widespread and growing uneasiness in the public mind at the present aims of high school education. It has found bold and threatening expression, at times, through the press and the addresses of public men; and educators, steeped in old traditional ideas, have fought the ugly spectre with all the weapons they could command. But it would not down at their bidding. It is as rampant and menacing as ever; and if it is not fairly met, with ample concessions to its just demands, it will sooner or later assert itself with an indiscriminating fury which will overwhelm both good and evil in a common ruin.

Not long ago I had an interview on this subject with the upper class in our high school. It consists of thirty-five members whose ages range from 16 to 19 years. I spoke of the prevalent charge that our high schools fail to produce a body of willing pupils and finally asked all those who believed in the truth of this charge, believed that the majority of those who graduate from our high schools are averse to manual labor and have no settled aim for the future, to rise. Nineteen of the thirty-five instantly rose; and when I called for those to rise who held opposite convictions, only three came to their feet. The rest had no definite opinions, which was equivalent to a vote with the majority. This attitude of purposeless uncertainty on the part of so many intelligent youths, after a nearly four years' course of high school training, should certainly make us sad, and beget distrust of the work that the school is accomplishing.

I lately received a very significant note from a popular teacher in a prominent high school. He says: "I do not send my own daughter to the High School because I do not think the High School is arranged to give them what they ought to know. Do you think that a high school diploma ought to be given to a girl who has learned nothing about domestic economy, about hygiene, about elementary principles of the education of children, about the every day elements of law, about ethics as applied to modern life, about ancient literature, simply because she has got a little Latin and French, some Algebra, Geometry and the rest? I have long held those notions, but am emboldened to confess my heresy by just having seen in a French journal the course of study in French secondary schools."

This note, in a general way, voices a discontent which will sooner or later revolutionize the curricula of high schools. The theories on which they have heretofore been based, however philosophical and admirable in the abstract, are not adapted to the condition and needs of the great majority of those who are taught in such schools. That ma-

jority is made up of youthful representatives of WORKERS, who constitute the bulk of American society, and they are themselves destined to lives of toil in one form or another. The probable environments of their maturity, therefore, should forecast the provisions for the furnishing and discipline of their minds. The powers of the body, too, should receive careful attention; the senses be trained to acute observation, the hands to dexterous manipulation, the whole body to healthful development. Then when school-days are over, the consciousness of the possession of active powers, capable of immediate application, will fill the heart with gratitude for the possession of a sound and useful education.

High schools were never more firmly seated in the esteem of the public than now. Their value was never more fully appreciated than now. The only reasonable demand is for radical changes in their courses of study.

LEARNING A TRADE.—Referring to the inauguration of a class in the science of plumbing, under the auspices of the Metropolitan Museum of Arts, in New York city, a correspondent of the Philadelphia Record says: "If this will diminish the number of young men whose highest ambition seems to be to stand behind the counter and wear good clothes, it will be a public benefaction. There is a good deal of money in trades and very little in counter jumping, and yet only one young man in a hundred is willing to blacken his hands with tools. It is not always the boy's fault, however. A stock broker in Exchange Place said to me recently: 'I ought to have been a machinist; I would have been rich by this time. When I was a boy I wanted to go into the Allaire works, but my father was afraid it would soil my hands. He wanted me to be a gentleman. The result is that I have never liked my business, and never made more than a living at it. Had he let me go in as an apprentice in the machinist trade I would have been building engines and coining money by this time, and my whole heart would have been in it.' The fathers of to-day in New York are the same. They would almost as soon bury their sons as make them apprentices. The result is a race of mediocre clerks and bookkeepers, who find their intellectual level in the flash newspapers of the day."

SENSE CULTURE.—The special culture of the senses is too much neglected by us in this modern busy life. Probably at no previous period of human history has the nervous system generally, and, more particularly, the sense organs, been so severely taxed as they now are, but never have they been less carefully cultivated. This is in part, if not wholly, the cause of the progressive degeneracy of the faculties of special sense, which is evidenced by the increasing frequency of the recourse to spectacles, ear trumpets, and the like apparatus, designed to aid the sense organs. The mere use of faculties will not develop strength—it is more likely to exhaust energy. Special training is required, and this essential element of education is wholly neglected in our schools, with the result we daily witness—namely, early weakness or defect in the organs by which the consciousness is brought into relation with the outer world. On the one hand we see the neglect of training, and on the other the increasing defect of sense power. The matter is well worthy of the attention of the professional educators of youth. Sense culture, by appropriate exercises in seeing, hearing, touching, smelling, would, if commenced sufficiently early in life, not merely prevent weakness of sight, deafness, loss of the sense of feeling, and impairment of the sense of smell long before old age, but by its reflected influence on the nutrition of the brain and upper portion of the spinal cord would do much to reduce the growing tendency to paralytic diseases, which are very decidedly on the increase.—Lancet.

WHILE in Boston we visited the widely celebrated "New England Conservatory of Music" in Franklin Square. It is the largest institution of the kind in the world; some 2,000 students have attended the Conservatory during the past year, the first year since it has occupied the St. James Hotel, 500 of them being boarding scholars. It is hard to realize that this great institution, with all its heavy responsibilities and multifarious details, depends for its management upon two men, Dr. Eben Tourjee, the director, and Mr. J. L. A. Chase, the general superintendent. Their plans seem to have reached perfection; the instruction is given with clock-work punctuality, the ablest men in every department are secured; for the excellence of the instruction is what gave the Conservatory its first start. It is a music school that the whole country has reason to be proud of. The scholars in attendance are from all sections, and one could but remark their intelligence and enthusiasm.



## FOR THE SCHOLARS.

## THE OLD RED MILL.

On Sandy Creek stood an old stone mill whose red front could be seen from a great distance. To it the people come with their wheat and corn, rye and barley, and no day passed that did not witness men or boys on horseback or in wagons, coming with grain and departing with flour. The children loved to visit the mill and watch the grain pour into the center of the rapidly whirling stone, to see the elevators busily carrying up the flour, to see the water rush out from under the very foundations—in fact there was a mystery about the mill to every young person that had been within its walls.

Once it was owned by Deacon Clark, a tall, severe looking man. He had one son who grew up to be a handsome young man, beloved by all who knew him. His father and mother designing that Henry should be a



minister had sent him to college that he might be well educated. He returned home at the summer vacation, and his cousin Rebecca came to visit at his home. There was a rude boat on the mill-dam and both spent a good deal of time in it; for the willow trees hanging over the water made the pond a most romantic place. It was not wide but quite long. The bushes came down to the water's edge, the wild flowers were abundant, the birds sang in the branches and the whole scene was very entrancing.

One day they were in the boat and as they passed a clump of wild azaleas Rebecca reached out her hand and seized a branch; it did not break easily, and somehow she was drawn out into the water; this tipped the boat so that Henry was also thrown out and before he could recover himself Rebecca had disappeared. She could not be found until many hours had passed, though great efforts were made. Henry ever after blamed himself for not rescuing her. He gave up all his studies, and as the mill and its surroundings were so unpleasant, his father sold it and went to the West.

Other people now live there and run the "red mill," but all remember this incident, and point out the very azalea bush and call it "Rebecca's bush;" it bears beautiful flowers year after year. The water still runs swiftly and darkly under the trees; the birds still sing in the branches.—*Scholar's Companion.*

## A QUEER STORY.

"One Sunday morning, as I was comfortably seated reading Irving's Life of—the capital of Ohio—a city of Maryland—who never gives me a moment's peace exclaimed: "My—land off the coast of Maine—it is high time you dressed for church." The morning was—a state of South America—and I dreaded to go out, but my brother, who is as cunning as—a river in Wisconsin—remarked, "You know you want to wear your—town in Scotland—to-day." Thus reminded, I was soon ready and set out—a cape east of Massachusetts—throwing a light—mountain in Oregon—over my bonnet to protect it from the—mountains in South Africa. My brother declared that I never looked prettier; but this I knew was—a cape west of the United States. When we reached the church we found the Rev.—town in Illinois—in the pulpit. He is not a favorite of mine, but some persons think him a very—city in the northern part of Russia. His text was from one of the epistles

of—the capitol of Minnesota. The preacher compared our besetting sins to—a city of Western New York—and exhorted us to follow the example of—a bay east of Brazil—and wage war upon them till they were all—a sea in Palestine—and we safe across—the river connecting Great Salt and Utah Lakes. The sermon was so long it seemed to me it must have covered—a city of France—but the singing was really—a lake between the United States and British America. As we came out we heard—a bay east of Michigan—and I remarked that we should soon see—a cape east of Oregon—to which my brother replied—"A river of Italy—the—land west of Scotland—is too nearly—a cape south of Ireland—for that." On arriving at home we found—a city of Italy—and dear little—town of Ohio—already at dinner, but I had so little appetite that I was only able to swallow one—bay of Long Island—which I sprinkled with—a lake of Utah. After taking a little—land west of Africa—I felt so newwath refreshed, and with the life of—a city in Florida—written by—a sea north of Russia—I retired to my room, and made a perfect—land of South America—of myself during the rest of the afternoon."—*Scholar's Companion.*

## ARTEMUS WARD'S KANGAROO.

By G. M. GUNN.

The kangaroo that was Artemus Ward's pet is living in Cleveland, cared for by Mr. Hoyt, the editor of a paper in that city. It is rather old now and somewhat shaky, but still plays with the children and creates a great deal of amusement. It is afraid of dogs, and runs in its house when one approaches. It is called Artemus, after the name which Chas. F. Browne is known by in his many funny sayings.

But I must tell you how Mr. Hoyt came to own the kangaroo. Artemus Ward had decided to go to Europe and wanted to place his pet in good hands. But who would accept such a curious gift? Just before he left Cleveland, he called on his friend Mr. Hoyt, and said:

"I have long had in my mind to make you a present of value, something, you know, that would cause you to think of me now and then, when I am away across the water. This comes from the heart, George, and I shall feel grieved unless you accept it and treasure it closely and warmly for my sake. I want you to take it, and to get out of it all the good that the situation will allow."

Artemus's manner was so earnest that Hoyt replied: "All right, do as you will, old boy, and no more words about it."

"You shall hear from me soon," said Ward, as he wrung Hoyt's hand, and went up the street.

Three hours after Ward's departure an express wagon drove slowly down the street and halted in front of Hoyt's office. In the wagon was a large box with a dozen holes bored through the lid. Two men picked it up and with some difficulty carried it into the editorial room and deposited it before Mr. Hoyt's desk. Tacked upon it was a card bearing this inscription:

"George Hoyt. A present from his best friend, Artemus Ward. Take him with my blessing, and may he stick closer than a brother."

With a sinking heart Hoyt procured a hatchet and removed the lid. Inside the box, as demure as a deacon, sat Ward's famous kangaroo. Hoyt's first impulse was to nail down the lid and send the box back, with his compliments; but, remembering his promise to accept the gift, he concluded to make the best of the situation, and to give the animal the care and attention which he knew Ward expected it would receive.—*Scholar's Companion.*

## "BETTER IN EVERY WAY."

"I am happy to say," writes a gentleman who had used Compound Oxygen, "that I am very much improved. I am using it principally for bronchitis, but find that it is relieving other troubles as much or more than the bronchitis. My digestion is better—sleep more refreshing—in fact am better in every way."

Our Treatise on Compound Oxygen, its nature, action and results, with reports of cases and full information, sent free. Drs. STARKEY & PALEN, 1109 Girard st., Philadelphia, Pa.

TOO MUCH FOR THE TEACHER.—Tim's teacher was trying to initiate him into the mysteries of fractions. Said she: "If a thing is divided in eight parts, what portion of the whole do we call each part?" Tim didn't know. "Why," said the teacher, "if your mamma were to cut a pie into eight pieces, what part would your piece be?" "The smallest!" shouted Tim, triumphantly.

## HORSFORD'S ACID PHOSPHATE

MAKES A COOLING DRINK.

Into half a tumbler of ice water put a teaspoonful of Acid Phosphate; add sugar to the taste.

## THE SPIDER'S BRIDGE.

One day I was left at home alone, and amused myself by reading "Robinson Crusoe," but after a time it became tiresome, and I looked around for something or somebody to play with. The only thing I could find was a spider; so I brought him into the house to play with. Funny playmate, wasn't he? Well, I took a wash basin, and fastened up a stick in it like a vessel's mast, and then poured in water enough to turn the mast into an island for my spider, which I named Crusoe, and put him on the mast. As soon as he was fairly cast away, he anxiously commenced running round to find the mainland. He'd scamper down the mast to the water, stick out a foot, get it wet, shake it, run round the stick, and try the other side, and then run back up to the top again. Pretty soon it became a serious matter to Mr. Robinson, and he sat down to think over it. He seemed to act as if he wanted to shout for a boat, and was afraid he was going to be hungry, so I put molasses on the stick. A fly came, but Crusoe wasn't hungry for flies just then. He was homesick for his web in the corner of the wood-shed. He went slowly down the pole to the water, and touched it all around, shaking his feet like pussy when she wets her stockings in the grass, and suddenly a thought appeared to strike him. Up he went like a rocket to the top, and commenced playing circus. He held one foot in the air, then another, and turned round two or three times. He got excited, and nearly stood on his head before I found out what he knew, and that was this—that there was a draught of air, enough to carry a line ashore on which he could escape from his desert island.

He pushed out a web that went floating in the air until it caught on the table. Then he hauled on the rope until it was tight, struck it several times to see if it was strong enough to hold him, and then walked ashore. I thought he had earned his liberty, so I put him back in his wood-shed again. Since then I have had a great respect for spiders.—*Scholar's Companion.*

## THE FUNNY MEN OF AMERICA.—NO. I.

By JOSEPH ENGELS.

Writers who amuse have their place as well as those who instruct. Our country is particularly rich in men who have said humorous things, and one of the most popular is

MARK TWAIN.

Mr. Samuel L. Clemens (his real name), lives in Hartford, Conn. He was born in Missouri in 1835, and has had a wide experience of life in this and other countries. He was first a printer, then a pilot on the Mississippi. He was for a time secretary for his brother who was engaged in the silver mines in Nevada. A book he has written, called "Roughing It" gives an idea of what went on there. Later he visited the Hawaiian Islands which he has described. He wrote a number of comic sketches which were published, and then traveled through the Holy Land, which gave him material for his "Innocents Abroad." Although this work was declined by some publishers to whom Mr. Clemens first offered it, over 200,000 copies of it have been sold. He visited Europe a second time and wrote "A Tramp Abroad," which is considered by many inferior to his former productions. A well known London paper speaking of his works, says: "There are few books better worth reading than his 'Innocents at Home,' with its vivid pictures of life among the Nevada miners, or on the west coast of America. And next to that we place the 'Innocents Abroad!' Both are full of entertainment."

From the latter let us read one or two extracts:

"We had to camp in an Arab village. We could have slept in the largest house, but there were some little drawbacks—it was populous with vermin, it was in no respect cleanly, and there was a family of goats in the only bed-room and two donkeys in the parlor."

The Innocents make the ascent of the pyramids with the aid of Arab guides:

"Each step being full as high as a dinner-table; there being very, very many of the steps; an Arab having hold of each of our arms and springing upward from step to step and snatching us with them, forcing us to lift our feet as high as our breasts every time, and do it rapidly, and keep it up until we are ready to faint—who shall say it is not a lively, exhilarating, lacerating, muscle-straining, bone-wrenching, and perfectly excruciating and exhausting pastime, climbing the pyramid? I beseeched the Arabs not to twist all my joints asunder: I iterated, reiterated, even swore to them that I did not wish to beat anybody to the top; did all I could to convince them that if I got there last of all I would feel blessed above men and grateful to them forever."

"Twice for one minute they let me rest while they extorted backsheesh, and then they continued their maniac flight up the pyramid."—*Scholar's Companion.*



## BOOK DEPARTMENT.

## NEW BOOKS.

**METHODS OF TEACHING.** By A. N. Raub, Ph.D. Lock Haven, Pa.: E. L. Raub & Co. \$1.50.

We find in this work a comprehensive treatise on how to teach, beginning with a preliminary chapter on the nature and object of education, the author disposes of, successively and with success, the salient topics of "object-lessons," "reading," "orthography," "language-lessons and grammar," "composition," "arithmetic," "elements of physical science," "geography," "history," and "penmanship." Under each subject are codified, so to speak, the rules which have been proved to be practical in teaching. Mr. Raub adheres to a motto of progress and advancement in educational methods and the general tone of his book is without question commendable; still his chapters are not characterized by that pains-taking and care which an experienced teacher would be expected to manifest. The evidences of haste are, however, not seriously damaging to his work, and may be readily pardoned: such faults as his entirely omitting the etymology of "education"—(*educere*, "to lead forth") after explaining its Latin origin, may be forgiven in view of his excellent service in more important matters.

**EXTEMPORE SPEECH: HOW TO ACQUIRE AND PRACTICE IT.** By Rev. William Pittenger. Philadelphia: National School of Elocution. \$3.00.

A long experience as instructor in the National School of Elocution and Oratory, Philadelphia, has qualified Dr. Pittenger to compile in the best and most methodical way the rules for public speakers. His idea, as unfolded in this volume, is that the orator will succeed best by thorough preparation and arrangement of thought, combined with spontaneous selection of words in the moment of discourse. There are many reasons adduced in favor of this doctrine and it no doubt possesses many merits. We have in mind, however more than one famous orator who went wide of such a rule and prepared his words as well as his thought long before the time for delivering them. Sheridan, conspicuously, even prepared the interjections of his great speeches in Parliament, and exclamations, of all things, have an appearance of spontaneity. But what Dr. Pittenger seeks to do is, to educate his readers in extempore speaking, a power which everyone who can certainly ought to acquire. There is a reliable flavor which always characterizes a speech made "on the spur of the moment" and it seems to possess a peculiar entertaining element to which all "cut and dried" addresses are strangers. The work before us cannot fail to give very decided help to students of elocution.

**DEEP BREATHING.** By Sophia Marquis A. Ciccolina. New York: M. S. Holbrook & Co. 80 cents.

As important as deep breathing is universally acknowledged to be, it is somewhat singular that it has never been accorded a full discussion in any hygienic or physiological work. The author of the present volume deserves the thanks of medical science for her labors in bringing the subject so conspicuously into notice. She declares that her appreciation of the subject was first awakened by her own experience in cultivating her voice for singing and that she so studied the subject in all its bearings that she has fully acquired its science. Certainly it will be a most welcome bit of news to the multitudes who suffer from lung troubles to learn that no medicines are required for their perfect cure, but only a regular, voluntary, deep breathing. It is shown by this treatise that the normal exercise of the lungs, their inflation in accordance with their capacity, has a far greater influence in preserving or restoring their vigor, than any other possible means. "Breath is an actual vivifying act; and the need of breath, as felt, is a real life-hunger, and a proof that without the continual charging of the blood column with the proper force all the other vital organs would soon stagnate and cease action altogether." We find from reading this book how dangerous it is to cramp the lungs, or refrain altogether from what the author calls "respiratory gymnastics;" the instances are of every day occurrence where people limit their inhalation and exhalation to less than a third of what it should be for fear of catching cold. This small work of fifty pages written by a non-medical author, in all probability contains more wisdom and will accomplish more for good health of men and women than any medical work of late years. The JOURNAL gives it the heartiest commendation.

**DEMOSTHENES.** By S. H. Butcher, M. A. New York: D. Appleton & Co. 60 cents.

The author, the scholarly fellow of both Oxford and

Cambridge, has very greatly enhanced his reputation in America by this publication. Demosthenes, whose mastery of oratory and composition all ages have been only too ready to acknowledge, has perhaps never had a more capable or a more conscientious critic. The writing is chiefly criticism, but such criticism as is privileged to the best scholars among us.

**WEALTH-CREATION.** By August Mongredien. New York, Paris and London: Cassell, Petter, Galpin & Co. \$1.25.

Mongredien is one of the few political economists of the times who command respect on all hands. In his former work on "Free Trade and English Commerce," he gave evidence of his rare powers of scrutiny and research into governmental agencies; in the present work his labors seem to bring even more brilliant results. Mr. Simon Sterne, of New York, is the author of an introduction which occupies a great portion of the book. The discourse on protection and free trade is extensive, and, taken all in all, is the most satisfactory treatise on those timely subjects that has lately come from the press.

**CHARLOTTE BRONTE.** By Laura C. Holloway. New York: Funk and Wagnalls. 15 cents.

The author of this rambling sketch of the well known English novelist contributes no little information concerning her life and characteristics. The manner in which the reminiscences are narrated is very agreeable, too, and the reader wonders how so fascinating a life-story could be found in the prosy confines of literature. The writer of "Jane Eyre," has, ever since that novel's appearance, maintained an enviable high place and both she and her gifted sister Emily have been the recipients of little else than kind criticism. The present volume embraces a biographical essay and review, a number of letters, selections from Miss Bronte's writings, and eight short poems. A thoroughly enjoyable style of description and a deep sympathy with the subject render Mrs. Holloway's sketch exceedingly readable. It forms the latest number of the "Standard Library."

## NOTES.

"The Short Hand Writer," edited by D. P. Lindsley, has removed its office of publication from New York to Plainfield, N. J.

Phonography in literature appears to be coming into fashion in England, where Mr. Frederick Pitman proposes to issue in that abbreviated language a series of standard novels and other works, beginning with the Pickwick Papers.

In the Critic of May 12, Mr. J. Brander Matthews (who has just sailed for Europe) writes learnedly and at length of the works relating to the stage; and a leading editorial advises that clergymen be no longer chosen as presidents of colleges.

The Christian Union, of May 10, contains a series of articles on "Literature for Children," in which the views of Hamilton W. Mabie, Horatio Alger jr., Charles Barnard, Frank H. Converse, J. T. Trowbridge, and Eliot McCormick, are well set forth.

Margaret Fuller is having two biographies prepared, and both by noted writers. Mrs. Julia Ward Howe is writing one for the "Famous Women Series," published by Roberts Brothers, and Col. T. W. Higginson is engaged on one for the "American Men of Letters Series," by Houghton, Mifflin & Co.

The success of Mr. George W. Cable's lectures on Creole life in Louisiana has excited a renewed interest in the author's exquisite stories. Messrs. Charles Scribner's Sons have prepared a new edition of his shorter stories, which is issued in a cheap and attractive form under the title *Old Creole Days*. The books are just published, bound in strong paper covers, carefully stitched, and sold at 30 cents per volume.

"An American Four-in-Hand in Britain," by Mr. Andrew Carnegie, is announced by Messrs. Charles Scribner's Sons. The book gives a lively account of the author's famous drive with a party of friends on a coach through England and Scotland. The trip was originally suggested by Mr. Black's novel "The Strange

Adventures of a Phaeton," and extended from Brighton to Inverness, a distance of more than eight hundred miles, which was accomplished in about seven weeks.

A newspaper reporter has been questioning a prominent bookseller in New York City to the following effect:—"Who are, at present, the most popular American novelists?" "Henry James and W. D. Howells. They are phenomenally popular. Their books sell by the thousands. Of the two, I think James is a trifle the more popular. His portrait of a lady, which made his reputation and his fortune at the same time, sells very rapidly to young men who wear dog collars and attenuated boots; and to young ladies with similar proclivities."

The National Temperance Society has just published an interesting volume, entitled "Golden Threads," by Ernest Gilmore. It portrays the life of a well-ordered Christian family contrasted with another of a worldly, selfish type, and tells the story of the results of practical Christian benevolence in rescuing victims of intemperance. It is a valuable addition to the list of Sunday-school books, and ought to be read and circulated everywhere. Price \$1.00. Address J. N. Stearns, publishing agent, 55 Reade street, New York city.

It is a mistake to think that "Helen Campbell," is merely a *nom de plume* for Mrs. Tourgee. The two personalities are distinct, Mrs. Campbell having been first known to the public as Helen C. Weeks, a successful writer for children. She is the author of "Under Green Apple Boughs," (a novel) and "The Problem of the Poor: a Record of Quiet Work in Unquiet Places." G. P. Putnam's Sons have in press a volume by her entitled "The American Girl's Home Book of Work and Play."

The suggestions for the co-operative indexing of current periodicals, submitted by Mr. Poole and Mr. Fletcher, and also by Mr. Stetson, in the January number of the *Library Journal*, met with such prompt action on the part of interested librarians that Mr. Stetson's monthly plan has already gone into operation, and in such a manner as to prepare the way for Mr. Poole's annual and quinquennial continuations. The first instalment, covering the months of January, February and March, and for six American monthlies, April as well, appeared in the April number of the *Library Journal*.

The first numbers of the new "Riverside Literature Series," published by Houghton, Mifflin & Co., Boston, are out and attract the attention of every visitor to the bookstores. The little paper volumes, averaging 70 pages, are marked by the same excellence of finish which characterizes all the work from the Riverside Press, Cambridge. The specimen copies before us, No. 1, "Evangeline," by Longfellow, and No. 4, "Snow-Bound and Among the Hills," by Whittier, so surprisingly combine cheapness and neatness that we are at first convinced that the words "price fifteen cents" are a mistake in the type. The series will be hailed with delight by all admirers of our best American authorship.

George Eliot's Essays were collected and published in book form by Funk & Wagnalls for the first time either in England or America. Miss Blind, in her biography of "George Eliot," says of these essays: "They are so rich in happy aphorisms, originality of illustration and raciness of epithet, that they not only deserve attentive study because they were the first-fruits of the mind that afterward gave to the world such noble and perfect works as 'The Mill on the Floss' and 'Silas Marner,' but are well worth attention for their own sakes. Indeed nothing in George Eliot's fictions excels the style of these papers. Her prose in these days had a swiftness of movement, and epigrammatic felicity and a brilliancy of antithesis, which we look for in vain in the over-elaborate sentences and somewhat ponderous wit of 'Theophrastus Such.' The Essays, as they appear in the 'Standard Library,' may be had for 25 cents.

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TERM OF SIX WEEKS---JULY 2 TO AUGUST 10, 1883.

## Cobourg, Ontario, Canada.

Teachers, College Students, Clergymen, and all who are interested in the Art of Expression, and who avail themselves of the opportunities yearly afforded for Summer Instruction, require for recreation and health the very best advantages of climate and location. The great success of the Summer Term held at Cobourg last year, the pleasant and even temperature, the facilities afforded by the authorities of Victoria University in the use of their buildings and grounds, the low rates of boarding, the hospitality of the people, and the universal desire on the part of students and citizens alike that the course be repeated, have induced the Officers of the National School of Elocution and Oratory to return for the Summer of 1883.

Cobourg is not only a centre from which many interesting and delightful summer trips may be made, but being on the direct line of travel between Niagara Falls, Lewiston, Hamilton, and Toronto on the west, and Kingston, Thousand Islands, Alexandria Bay, Rapids of the St. Lawrence, Montreal, and Quebec on the east, persons may purchase Summer Excursion Tickets at the usual reduced rates, go as far as Cobourg, remain four, five, or six weeks, and resume their trip after the greatest rush of summer travel has ceased.

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"Art is not a perversion but a developing and perfecting of nature, and when thus perfected it gives you something better than nature. When nature is thus enriched by art; when passion and power and feeling and thought have been culled and trimmed and aimed; when the arrow is selected and feathered and guided as no log of wood thrown by a giant's hand could go, then Art has learned to throw the shafts of speech in a way that Nature never taught."—Rev. H. W. Bellows, D. D.

### Publisher's Department.

Special attention is called to the advertisement of S. W. Green's Son, 696 Broadway, on the second page of this issue. Among their publications are several new editions of standard publications printed in clear type, good paper and handsomely bound. They publish also some books of fiction of some of the most popular fiction writers. By writing to the publisher you will receive an illustrated catalogue free.

Mr. John A. Boyle, manager of the Boston School Supply Co., announces a full stock of everything pertaining to school work, orders for which are promptly attended to. This company makes a specialty of wall-maps, of which they now have the largest assortment in the country, offered at the low prices. Teachers desirous of any kind of maps or charts will do well to open correspondence with Mr. Boyle.

To meet the new movement being made in some schools, of spending less time upon the hard digging work necessary to translate works in the Latin and Greek languages, Charles DeSilver & Sons of Philadelphia, are now publishing interlinear translations of Virgil, Caesar, Horace, Cicero, Salust, Ovid, Xenophon, etc., for use in schools. They have also ready Clark's Latin Grammar adapted to this interlinear series of classics.

The "Dixon pencils" are to-day in the hands of a vast number of people. Their excellence has won them a deserved reputation, and there is scarcely a school where they are not used. The Dixon Crucible Company (which manufactures the pencils) is doing a business that reaches around the globe. Their crucibles being made of plumbago are proof against heat, and hence are sought for in all lands; steel, gold and silver can be melted in them, in fact there is nothing to supply the place of plumbago. Large shipments are being made to Brussels, France, Norway, Austria, and all the European countries. The "Dixon pencils" are not only most extensively used in North America, but in South America also. Large orders come for them from Brazil, Chili, Ecuador and Peru. The present management of the company is to be congratulated on the wise and sound methods by which it is pushing its business.

Nathaniel Johnson, well known as a manufacturer of all kinds of church and school furniture, is now giving special attention to kindergarten tables, etc., in addition to his other manufactures. Any wishing to introduce this branch into their schools should examine his stock.

Henry McShane & Co., of Baltimore, is a firm widely known as manufacturers of celebrated chimes and bells for churches, schools, academies, etc. To any one desiring information they are happy to send price-lists and circulars free.

J. & H. Berge import and manufacture a large and fine stock of chemical and philosophical apparatus of first class quality. They solicit correspondence from our readers, and any who are interested or think of purchasing anything in this line would do well to consult them. The firm now has in course of preparation a fine, large illustrated catalogue which will be of great assistance in making selections, and will afford much valuable information upon the subject of chemicals and apparatus.

A new price list has been issued by R. & J. Beck, of Philadelphia. This firm manufactures and imports an excellent quality and great variety of microscopes, and all the accessories and apparatus, photographic outfits for amateurs, spectacles, eye-glasses, opera, field and marine glasses, etc. The season is now coming on when these things will be needed, and we recommend our readers to send for the Messrs. Beck's illustrated price list, which is mailed on application.

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Hear what one member of the profession testifies regarding the scientific preparation of a brother member.

MR. DAWLEY has been in the drug business in the city of Providence twenty-five years as clerk and proprietor in good standing, and knows whereof he affirms.—Ed.

Mr. D. says: "For many years I have suffered, intensely at times, with what is generally called rheumatism. When first attacked I was confined to my bed and could not walk a step. I could not bear the weight of the bedclothes, so excruciating was the agony I endured. I always noticed that before these attacks came on my kidneys were affected; before there would be any pain in my limbs or any swelling of joints or limbs, the color of the secretions from the kidneys would be very dark and the odor strong and feverish. The last attack was very severe, about five years ago, and I was confined to the house several weeks, and was unable to attend to business in three months. During the time I was confined at home and the time of my convalescence I employed four of the best doctors that I could obtain, but none of them gave me permanent relief, for they did not go to work at the cause of the trouble. Having been acquainted with the proprietor of Hunt's Remedy a long time I was induced by him to give it a trial, hoping that it might reach the seat of the disease; and after taking one bottle I found myself very much improved, and after taking the second I was feeling better than I had after any previous attacks. During many months previous to taking the Remedy my hands and fingers would be much swollen and stiff every morning; my left side, in the region of stomach and spleen, was very lame and sensitive; at times I would be taken with severe cramps over the spleen, and be obliged to apply mustard or cayenne for temporary relief; I was very nervous nights and could not sleep; I was obliged to be very particular in my diet, and my physical system was sadly demoralized. Since I have taken Hunt's Remedy systematically all these things have changed; I have no swollen hands or limbs, no pains or cramps in the side, can eat all kinds of food, sleep soundly and get thoroughly rested, and my kidneys are active and perform their functions promptly, thus taking out of the system all the poisonous secretions which contaminate the whole system where the kidneys do not act efficiently. My friends, what Hunt's Remedy has done for me it will do for all of you. I believe it to be the only sure cure for all diseases of the Kidneys, Liver, and Urinary organs. Respectfully, E. R. DAWLEY, 454 Broad Street."

### Publishers Department.

S. R. Winchell & Co. have lately published Rules and Hints on the Theory and Practice of Teaching, by Duane Doty; a very valuable book for teachers. It is divided into two parts; the first part contains the duties of teachers and the second that of the scholars. The work is complete in the smallest details, not cumbersome, and contains many valuable suggestions to teachers and scholars. It is sent prepaid on receipt of ten cents by the publishers, 88 Metropolitan Block, Chicago.

Dr. J. H. Schenck, who is widely known both in and out of his profession, has just issued a book on the "Diseases of the Lungs, and How They Can be Cured." This he now offers to send free, postpaid, to any who may apply for it. In its pages much valuable information may be found by those who are afflicted with any disease of the throat or lungs. Address Dr. J. H. Schenck & Son, Philadelphia.

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From Medical Societies and Physicians.

From the Peoria, Ill., Medical Monthly, July, 1881.

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### WHAT IS PAIN.

Extract from Dr. J. Milner Fothergill's (of the Royal College of Physicians) the work on Neuralgia, Diabetes, Indigestion, Billousness, Gout, Rheumatism:—"Pain is a prayer of a nerve for help by blood." "Neuralgia is like most pain, the prayer for healthy blood." "Neuralgia is intimately linked with the presence of poisons in the blood, mineral, or produced in within the body." "At other times the offspring of simple anæmia, mere bloodlessness." "Neuralgia pain tells of an earthly blood, blood either containing a positive poison or itself deficient in nutritive material."

"DIABETES.—If food can be taken in sufficient quantity and assimilated, which undergoes no saccharine transformation, the diabetes is preserved; if not, he perishes." "It is not the amount swallowed, it is the amount digested, which is to be the measure of actual nutritive material in the blood, and from it is the nutrition of the starved tissues."

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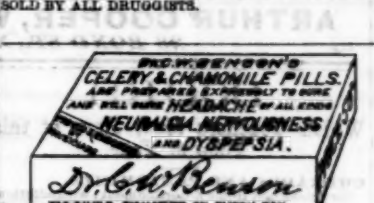
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DUBLIN once boasted a magistrate, one Justice O'Malley, whose eloquence and erudition made him the pride and delight of the city. "So, sorr," he thundered to an old offender, who had often escaped what the Judge always spoke of as "the but end of the law," "yarre about to incur the pinnity of your malefactions. Justice, sorr, may pursue wid a leaden heel, but shir smites—" here the quotation eluded him—"she smites" (triumphantly) "she smites wid a cast iron toe!"

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WELLS' "ROUGH ON CORNS." 15c. Ask for it. Complete, permanent cure. Corns, warts, bunions.

Two ladies were carrying on a very noisy conversation in a car, the other occupant being an old gentleman. At last one said to him, "I hope we don't disturb you, sir." "Not at all, madam, I have been married twenty-five years."

Notwithstanding much has been said about the importance of a blood-purifying medicine, it may be possible that the matter has never seriously claimed your attention. Think of it now! If, by the use of a few bottles of Ayer's Sarsaparilla you avoid the evils of scrofula, and transmit a healthy constitution to your offspring, thank us for the suggestion.

A gentleman who in a public meeting was telling that he was eighty-one years old and had not been an abstainer from liquors, was interrupted by the remark: "You would have been a hundred by this if you had!"

That bad breath comes from indigestion. Take Samaritan Nervine—it stops the cause! \$1.50.

FROM aesthetic Boston comes this bit of wit: "We were eating our supper and Mrs. Dodge was cooking beefsteak. I asked my little girl how she would have her steak cooked. She replied, 'I will have it tender and true.'"

"Dr. Benson's Skin Cure cured my skin disease." C. B. McDonald, Plantersville, Ala. \$1. Druggists.

THERE is an Irishman employed as a porter on a railway who brags of having a watch that keeps correct time. He was heard to remark, upon pulling out his watch, "If the sun aint over that hill in a minnit and a half he will be late."

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A wee boy beset his mother to talk to him and say something funny. "How can I?" she asked. "Don't you see how busy I am baking these pies?" "Well, you might say, 'Charlie, won't you have a pie?' That would be funny for you."

Mr. John R. Patterson, of Evansville, Ind., says: "Samaritan Nervine cured my wife of female weakness." Your druggists keep it.

FROM Evangelical Messenger: "Our pastor is not as good a preacher as I want." Indeed! Perhaps you are not as good a hearer as he would like to have, but he must make the best of you. If he can stand it you can."

"Two boxes of Dr. Johnson's Celery and Chamomile pills cured me of neuralgia when the doctors couldn't." Clifford Shand, Windsor, Nova Scotia.

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(From the Boston Globe.)



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